



# PROGRAMME HANDBOOK 2018/19

## Bachelor of Arts Honours Business Administration



UNIVERSITY OF PÉCS  
Faculty of Business and Economics



Middlesex  
University  
London

**Faculty of Business and Economics, University of Pécs**

# **Bachelor of Arts Honours Business Administration**

**Validated by Middlesex University, London, UK**

**[VALIDATED IN 2012]**

Programme Director and Institutional Link Tutor: **Katalin Erdős, Dr.**

Middlesex Link Tutor: **Jas Ahmad, Dr.**

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## INTRODUCTION

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### Your Programme Handbook

The purpose of this Handbook is to introduce you to your programme of study and to direct you to other general information about studying at Faculty of Business and Economics University of Pécs and Middlesex University. The material in this document is as accurate as possible at the date of production; however, you will be informed of any major changes in a timely manner.

Your comments on any improvements to this handbook are welcome. Please put them in writing (an email will suffice) with the name of the Programme Handbook to **Katalin Erdős** ([erdos@ktk.pte.hu](mailto:erdos@ktk.pte.hu)).

### Information in Alternative Formats

This handbook can be found online at: <http://www.ktk.pte.hu/info/baba>.

If you have a disability which makes navigating the website difficult and you would like to receive information in an alternative format, please contact **Livia K. Tóth** ([livia@ktk.pte.hu](mailto:livia@ktk.pte.hu)).

We can supply sections from this publication as:

- a Word document with enlarged type — sent by email
- printed copy with enlarged type

Other formats may be possible. We will do our best to respond promptly. To help us, please be as specific as you can about the information you require and include details of your disability.

### The University Regulations

As a student of Middlesex University you agree to abide by the University Regulations when you enrol and therefore you should read this handbook in conjunction with the UPFBE Regulations which are available online at: [http://www.aok.pte.hu/docs/th/file/2016-2017/Code\\_of\\_Studies\\_2016\\_04\\_21.pdf](http://www.aok.pte.hu/docs/th/file/2016-2017/Code_of_Studies_2016_04_21.pdf).



## **WELCOME TO BA HONOURS BUSINESS ADMINISTRATION PROGRAMME!**

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### **Introduction to Faculty of Business and Economics (UPFBE)**

During the time of founding the first universities in Central Europe, King Louis established the first Hungarian university in Pécs in 1367. Its persistence, however, remains uncertain. According to historical research, there must have been a separate College of Law and a College of Theology in Pécs by the end of the 15th century, replacing the university. In 1785 Emperor Joseph II moved the Royal Academy from Győr to Pécs, which was, however, relocated again in 1802.

In 1833 bishop Ignác Szepessy, in co-operation with the town council, established the Academy of Pécs, which worked with faculties of law and arts. On 15th June 1921 the Hungarian Parliament passed a bill in which the Elisabeth University, previously operating in Pozsony, was transferred to Pécs. From 1923 the institution included faculties of law, medicine, humanities and theological studies at the university. The Faculty of Humanities was brought to Kolozsvár in 1941. In 1951 the Faculty of Medicine became independent, so the University of Pécs had a single Faculty of Law.

In 1975, the Faculty of Economics was organised which, since 1970, had worked as a transferred branch of Karl Marx University of Economics in Pécs.

The Teacher Training College of Pécs became integrated as a Faculty to the university in 1982.

The first step towards the present university with ten faculties was set up in 1991 when the Faculty of Teacher Training, after undergoing major structural changes, split into the Faculty of Humanities and the Faculty of Sciences. The Pollack Mihály Technical College was integrated into the university and the Faculty of Performing and Fine Arts was established in 1995.

The university has been running International Programs in English for non-Hungarian students since 1987. These programmes work with a professional team of academics who are able to offer courses under a wide scope of Central and Eastern European Studies.

The BA Honours Business Administration program was launched in 1996 with a solid foundation of cooperation by the University of Pécs, Hungary and Middlesex University, UK. Since then, the MSc Applied Management and MSc Enterprise Development and Entrepreneurship programs have built upon the quality and excellence of both of these prime examples of Hungarian and British institutions of higher education.

Our BA and MSc programs bring together a diverse student body: full-time students from a variety of countries and a large number of exchange students add variety to the programs. The BA and MSc degrees which graduates receive open the door to global careers.

Small class sizes and the opportunities for personal consultation with the professors ensure that your personal advancement will be given close, individualized attention. An emphasis is put on how to apply theory in practice.

Thanks to the wide range of elective courses the program can be shaped to the needs and interest of every class. The regular group- and individual presentations enhance the communication skills of our students and help them to develop into a confident and competent cosmopolitan business professional.

## How you can feed back to us/How to submit a complaint/request

If you have a suggestion or a complaint about any aspect, please raise it with the person concerned in the first instance. If you are not satisfied with the outcome you can progress the matter through informal and formal procedures step by step up the management structure of University of Pécs, Faculty of Business and Economics:

1. Programme Coordinator
2. Programme Director
3. Dean

You can submit your complaint/request in written format – sending an email or filing the relevant request form – or by person during office hours. The outcome of your complaint/request will be communicated within two weeks in the format the complaint/request was submitted. Request forms to be found in printed format at the Study Department or on the following link: <http://ktk.pte.hu/hallgatok/szabalyzatok-letoltesek>.

### You can request the following things by submitting the relevant form:

- Individual/special timetable and exam schedule
- Credit accreditation
- Late enrolment
- Late course registration
- Any other issue

The complaints and grievance procedures of University of Pécs, FBE must be followed and have been fully exhausted before you can follow the Middlesex University “Complaints in relation to collaborative partner institutions” which can be found in the Middlesex University regulations: [www.mdx.ac.uk/regulations](http://www.mdx.ac.uk/regulations).

## Student website

For news of events, scholarships and other student activities students should visit: <http://ktk.pte.hu/en> or <https://pte.hu/english> and Hungarian students can also visit: <http://ktk.pte.hu>.

## Fees

### Regular fee (tuition fee):

340,000 HUF/semester for EU-residents

2750 €/semester for Non-EU residents

### Middlesex University Registration fee:

749 GBP (depending on the number of enrolled students)/once during your studies.



Deadline of payments are always communicated via email before the particular semester starts.

### Extra fees (to be paid in special cases)

Type	When	Amount	Where/How	Note
Tuition fee late payment	To be paid in case you pay your tuition fee after the given deadline.	6% of the particular item	Central Registrar's Office creates the payment in Neptun and warns you in a letter when/how much you have to pay.	
Course Repetition - Exam Course Fee	To be paid in case you failed a module previously and you register to it for the second, third or more times.	3000 Ft	Central Registrar's Office creates the payment in Neptun and warns you in a letter when/how much you have to pay.	
Retake Fee	To be paid in case you are repeating an exam for the third or more times.	2500 Ft	The payment has to be created by you in Neptun by transcribing and item. <u>Note: without transcription you will not be able to register for the particular exam.</u>	After the payment you can register to the particular exam.
Exam Absence Fee	To be paid in case you miss an exam for which you signed up for without submitting a medical certificate.	2000 Ft	Central Registrar's Office creates the payment in Neptun and warns you in a letter when/how much you have to pay.	
Late enrolment Fee	To be paid in case you miss setting your status as active in Neptun till the given deadline. It has to be requested on form D.	1000 Ft (request fee) + 2000 Ft (late enrolment fee) + further 600 Ft/day after the 9th day of the particular semester	The payment has to be created by you in Neptun by transcribing and item.	After the payment the Study Department can modify your status.
Late course registration Fee	To be paid in case you miss registering to your courses till the given deadline. It has to be requested on form A.	1000 Ft (request fee) + 4900 Ft (late course registration fee)/subject	The payment has to be created by you in Neptun by transcribing and item.	After the payment the Study Department can register you to the chosen subjects.

How to transcribe item guidance can be found at <https://h.neptun.pte.hu/hallgato/login.aspx>.

## INTRODUCTION TO MIDDLESEX UNIVERSITY

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Although you will enroll at and attend University of Pécs, Faculty of Business and Economics the Bachelor of Arts Honours Business Administration programme is validated by Middlesex University and therefore you are a student of both. Within Middlesex University the BABA programme is part of the Business School.

Being a Middlesex student means, in brief, the following:

- If you successfully complete the programme you will receive the Middlesex qualification of Bachelor of Arts Honours in Business Administration qualification.
- You may attend the appropriate Middlesex graduation ceremony.

**Note:** You do not receive a Middlesex ID card. You are not a member of the Middlesex University Students' Union.

This list is not exhaustive and therefore please read your entitlement list here: <http://www.ktk.pte.hu/info/baba> or contact Academic Partnership Operations (PartnerOps@mdx.ac.uk) if you have any questions about your entitlements as a Middlesex student.

### **Appeals:**

Please note that **UPFBE** uses its own regulations for handling student appeals and therefore this section of the Middlesex University Regulations (section G) does not apply to you. More information about the appeal process is available [http://international.pte.hu/sites/international.pte.hu/files/files/codes/code\\_of\\_studies\\_20150201.pdf](http://international.pte.hu/sites/international.pte.hu/files/files/codes/code_of_studies_20150201.pdf)

### **Academic Misconduct (if using own regulations)**

Please note that **UPFBE** uses its own regulations for handling academic misconduct and therefore this section of the Middlesex University Regulations (section F) does not apply to you. More information about the appeal process is available from [http://international.pte.hu/sites/international.pte.hu/files/files/codes/code\\_of\\_studies\\_20150201.pdf](http://international.pte.hu/sites/international.pte.hu/files/files/codes/code_of_studies_20150201.pdf)

## The Memorandum of Cooperation

This is the formal agreement between Middlesex University and **UPFBE** on the delivery of the Programme. The Memorandum, among other things, sets out the responsibilities of both **UPFBE** and Middlesex University. If you wish to view this document then please contact **Livia K. Tóth** ([livia@ktk.pte.hu](mailto:livia@ktk.pte.hu)).

## Quality Assurance Agency for Higher Education (QAA) UK Quality Code

The QAA is an independent agency appointed by the UK Government to be responsible for upholding the academic quality and standards of all universities and colleges in the UK. The QAA produce the UK Quality Code which outlines the key expectations placed on all UK Higher Education providers. In particular there is a specific chapter on how institutions should

manage partnership arrangements, such as the programme you are now enrolled on. This section is chapter B10 'Managing higher education provision with others'.

The QAA also review higher education providers (including Middlesex) to ensure that it is operating in line with the Quality Code and providing the best academic experience for its students.

## WELCOME FROM YOUR PROGRAMME DIRECTOR

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Welcome to the Bachelor of Arts Honors in Business Administration Programme (BABA). I hope that you find this introduction useful as a guide to the Bachelors Programme. This document serves to guide you through your first steps at the Faculty and the Programme.

It is important to note that further information on the Programme, your rights and duties etc. can be found in the official Programme Handbook. This document is available at the following website: <http://www.ktk.ptt.hu/info/baba/> in electronic version, and also hard copy can be found in the Study Department.

The BABA Programme has been designed to help you develop skills and competencies to meet requirements for business administration and management into the new Millennium. Successfully completing the programme will help you attain those skills and competencies. The aim of the Programme is to prepare you for the challenge of business management in a global, competitive and ever changing business environment.

I will be your Programme Director and will in the course of time meet and greet you. My primary role is to support and advise you in your academic progress through the programme. My colleagues and I look forward to working with you and helping you to achieve your learning and career aspirations.

I wish you every success for an exciting programme of study.



**Dr. Katalin Erdős, PhD**

Assistant Professor, Programme Director

## WELCOME FROM YOUR LINK TUTOR

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Welcome to the BA Honours Business Administration programme. I am deeply proud of the enduring relationship between Middlesex University Business School and The University of Pécs, Faculty of Business and Economics, which has been delivering life-changing opportunities to students for the past 20 years. Your programme has been designed through close collaboration between the two institutions based on current research, creativity and the practical experience of many people some of whom will be teaching, guiding and advising you through your learning journey.

A programme of this nature has to be dynamic and evolve both as a result of academic research and through the practical experience of entrepreneurs, educators, policy makers and students. As part of our efforts to reflect upon and react to developments in the field, we welcome your feedback on the programme. You will be invited to provide opinions formally through your Student Voice Leaders at the Programme Voice Group meetings and informally through discussions with your professors, the Programme Director and me on my visits to Pécs.

We will do our best to help you realise your potential and I am confident that, by the end of the programme, you will see the world and the opportunities available to you in a different light. Use your time with us on this programme to learn, to explore and to develop.

I wish you all the best on this challenging and exciting journey.



**Jas Ahmad**

Link Tutor

Middlesex University, Business School

## ACADEMIC CALENDAR

2018/2019 academic year		
Date	Place/Location	Event/Task
14 August – 4 September 22 January – 5 February	Neptun University Registry System	Enrollment starts (first year students have to register 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> year)
15 September 16 September		Deadline for handing in the applications for deferred tuition fee-payment on form E
28 August – 9 September 29 January – 10 February		Course registration* (compulsory for ALL students)
1 September	room will be determined later	Orientation and Neptun Registration Workshop - FOR FIRST YEAR INTERNATIONAL STUDENTS ONLY
4 September 5 February		First day of teaching
18 August 1 <sup>st</sup> installment 19 January 15 October 2 <sup>nd</sup> installment 15 March 15 November 3 <sup>rd</sup> installment 15 April		Tuition fee payment deadlines
29 September 24 February		Deadline for postponing studies (set status as passive) by request
23 September 24 February		Deadline for credit accreditation request
16 October		Registration fee payment deadline (concerns only the BA 1 <sup>st</sup> year students)
20 October 5 March	Room will be determined later	Programme Voice Group Meeting
24 – 27 October 3-6 April		Fall/Spring break /Pre-Exam period for completing exam courses
2 October – 21 October		Thesis topic selection period in Neptun for BA 3
7 November (+ one week for 1000 HUF/day delay fee) 2 May (+ one week for 1,000 HUF/day delay fee)		Deadline for (re)submitting thesis
21 November 28 April		Neptun exam application starting date
9 December 12 May		End of the fall/spring semester – last day of teaching
11 - 15 December, 2 – 20 January 2018 14 May – 9 June		Exam period
18-20 December 14-16 June	Room and exact date will be determined later	Thesis Defense for the BA finalists
25–27 January 2018	Room and exact date will be determined later	Replacement Thesis Defense
3 March	Ceremony Hall	Graduation Ceremony
21 June		Assessment Board
*After the 9th September/10 <sup>th</sup> February it is impossible to sign up for a course in the Neptun. Please, do not forget that if you are not signed up for a course in Neptun you are not allowed to take an exam and receive the grade and the credits for the given course		



## PART ONE: PROGRAMME DETAILS

### Your Programme Team

#### Faculty's Leadership and Management

Field of responsibility	Name	Extension	Location	E-mail
Dean	Dr. Zoltán Schepp	23155	B235	<a href="mailto:schepp@tk.pte.hu">schepp@tk.pte.hu</a>
Vice-Dean	Dr. Krisztián Szűcs	21313	B244	<a href="mailto:szucsk@tk.pte.hu">szucsk@tk.pte.hu</a>
Vice-Dean	Dr. András Takács	23277	B246	<a href="mailto:takacsandras@tk.pte.hu">takacsandras@tk.pte.hu</a>
Programme Director	Dr. Katalin Erdős	63134	B403	<a href="mailto:erdosk@tk.pte.hu">erdosk@tk.pte.hu</a>
Programme Coordinator	Livia K. Tóth	23135	B135	<a href="mailto:livia@tk.pte.hu">livia@tk.pte.hu</a>

#### Teaching staff

Module Title	Lecturer(s) in Charge	Extension	Location	E-mail
Quantitative Methods	Gyöngyi Bugár	63289	B119	<a href="mailto:bugar@tk.pte.hu">bugar@tk.pte.hu</a>
Introduction to Social Sciences	Csaba Pauker	NA	NA	<a href="mailto:pauker@tk.pte.hu">pauker@tk.pte.hu</a>
Microeconomics Environmental Economics	Katalin Erdős	63134	B403	<a href="mailto:erdosk@tk.pte.hu">erdosk@tk.pte.hu</a>
International Economics	Tamás Sebestyén	63150	B403	<a href="mailto:sebestyent@tk.pte.hu">sebestyent@tk.pte.hu</a>
Macroeconomics	Richárd Farkas	23395	B408	<a href="mailto:farkasr@tk.pte.hu">farkasr@tk.pte.hu</a>
Information Systems, Operations Management	Sándor Danko	23142	B112	<a href="mailto:danko.sandor@tk.pte.hu">danko.sandor@tk.pte.hu</a>
EU/Business Law	Zsófia Ásványi	23114	B223	<a href="mailto:asvanyizs@tk.pte.hu">asvanyizs@tk.pte.hu</a>
Introduction to Accounting	András Takács	23277	B246	<a href="mailto:takacsandras@tk.pte.hu">takacsandras@tk.pte.hu</a>
Probability and Statistics	Dániel Kehl	63144	B112	<a href="mailto:kehlid@tk.pte.hu">kehlid@tk.pte.hu</a>
Strategic Management	Márta Somogyvári	23384	B120	<a href="mailto:somogyv@tk.pte.hu">somogyv@tk.pte.hu</a>
International Business	Viktória Gerdesics, János Csapó	23196	B226	<a href="mailto:gerdesics@tk.pte.hu">gerdesics@tk.pte.hu</a> <a href="mailto:csapo.janos@tk.pte.hu">csapo.janos@tk.pte.hu</a>
Banking and Finance	Éva Pintér	23126	B217	<a href="mailto:pintereva@tk.pte.hu">pintereva@tk.pte.hu</a>
Business Statistics	Mónika Galambosné Tiszberger	63146	B112	<a href="mailto:tiszbergerm@tk.pte.hu">tiszbergerm@tk.pte.hu</a>
Human Resource Management, Organizational Behaviour	Zsuzsanna Vitai, Julianna Németh	23198	B220	<a href="mailto:vitai@tk.pte.hu">vitai@tk.pte.hu</a>
Visualization with Spreadsheets	Ferenc Kruzsliz	23113	B120	<a href="mailto:kruzsliz@tk.pte.hu">kruzsliz@tk.pte.hu</a>
Regional Economics	Norbert Szabó	23382	B407	<a href="mailto:szabon@tk.pte.hu">szabon@tk.pte.hu</a>
Operations Management	Zsuzsanna Hauck	63153	B119	<a href="mailto:hauck@tk.pte.hu">hauck@tk.pte.hu</a>
Ideation and Business Modell Generation, Small Business Management	Zsolt Bedő	23436	B118	<a href="mailto:zsoltbedo@tk.pte.hu">zsoltbedo@tk.pte.hu</a>
Corporate Finance	Mónika Kuti, Alexandra Posza	23124 23141	B210	<a href="mailto:kutim@tk.pte.hu">kutim@tk.pte.hu</a> , <a href="mailto:poszaa@tk.pte.hu">poszaa@tk.pte.hu</a>
Investments	Vivien Csapi, Alexandra Posza	23124	B210	<a href="mailto:csapiv@tk.pte.hu">csapiv@tk.pte.hu</a>

Module Title	Lecturer(s) in Charge	Extension	Location	E-mail
Business Economics, Project Module I, II.	Kármén Kovács	23186	B120	<a href="mailto:kovacs.karmen@ktk.pte.hu">kovacs.karmen@ktk.pte.hu</a>
Financial Accounting	Gábor Márkus	23199	B216	<a href="mailto:markus@ktk.pte.hu">markus@ktk.pte.hu</a>
Advertising and Sales Promotion	Ákos Nagy	23133	B226	<a href="mailto:nagya@ktk.pte.hu">nagya@ktk.pte.hu</a>
Foundation Marketing, Marketing Research	Krisztián Szűcs, Petra Rácz-Putzer, Péter Németh	23115	B244	<a href="mailto:szucsk@ktk.pte.hu">szucsk@ktk.pte.hu</a>
Business Simulation Workshop	Tibor Kiss, Roland Schmuck	23265 23369	B120	<a href="mailto:kisst@ktk.pte.hu">kisst@ktk.pte.hu</a>
Competence Development	Péter Fodor	23369	B219	<a href="mailto:fodorp@ktk.pte.hu">fodorp@ktk.pte.hu</a>
International Business Communication	Edit Gyarmatiné Bányai	23373	B226	<a href="mailto:edit@ktk.pte.hu">edit@ktk.pte.hu</a>
Career Management	Norbert Sipos, Gábor Balogh	23275	B221	<a href="mailto:baloghg@ktk.pte.hu">baloghg@ktk.pte.hu</a> <a href="mailto:sipos.norbert@ktk.pte.hu">sipos.norbert@ktk.pte.hu</a>
Tourism Management	Zoltán Raffay	23276	B229	<a href="mailto:raffayz@ktk.pte.hu">raffayz@ktk.pte.hu</a>

**Note:** Professors' office hours are subject to change and therefore always to be checked at the Secretariat.

## Your Programme

The Business Degree Program in English started in 1996 as a result of the cooperation between Faculty of Business and Economics, University of Pécs and the Business School at Middlesex University London. Thanks to a long and fruitful academic collaboration, the programs have been validated by both institutions, thus degrees are fully EU compatible and meet the national requirements of both British and Hungarian higher educations.

The overall purpose of our programs is to train and educate professionals who can manage ethically, sensitively and holistically in range of organizations in an increasingly global and rapidly changing environment. Our graduates are to be found in almost all walks of business, industrial, community- and professional life.

**The aims and objectives of the Program are that on completion students should have:**

- a solid foundation in business disciplines, and knowledge of the appropriate concepts to be used as tools of analysis for business situations;
- a thorough understanding of the business environment, of business functions and of the processes appropriate to business operations;
- analytical, planning and operating skills which can be applied to complex, business situations;
- subject expertise and functional specialism; and
- a learning experience through the three years of the course which encourages the development of personal qualities and skills appropriate to, and sought after, by the business world.

## Employability

Employability is the level of compliance to labor market needs of the graduating students that includes knowledge and skills. These sets of knowledge and skills enable students to enhance their labor market value.

The curriculum structure is designed to enable students to develop these necessary sets of knowledge and skills.

Bachelor of Arts Business Administration programme is committed to supporting you in enhancing your employability and helping you to develop professionalism in your field of choice as employers constantly tell us that they are looking for polished graduates who not only have a good degree but who also have the right skills, attributes and values to support their knowledge.

The Confederation of British Industry (CBI) defines employability as 'a set of attributes, skills and knowledge that all labour market participants should possess to ensure they have the capability of being effective in the workplace, to the benefit of themselves, their employer and the wider economy'.

## Employability and your programme

The development of employability skills are all integral parts of the Bachelor of Arts Business Administration Programme although this may not always be evident to you as they will not always be presented as such.

In order to maximize your labor market value and your employability the curriculum of the programme is designed to provide you the basic business and economics knowledge in the first two semesters. Besides the basic business (finance, accounting, management...etc.) and economics (micro-, macroeconomics) modules students will gain knowledge in methodology related subjects (mathematics, statistics...etc.) as well.

The development of skills required in the field of business is to be generated from the 3rd semester in subjects of the functional areas of business. These skills include team work, self-management, business and customer awareness, communication, literacy and numeracy.

Although this highlights to a certain extent how employability has been embedded in the Bachelor of Arts Business Administration Programme curriculum, it is still your responsibility to actively seek out these skills and identify what is covered where.

## Personal Development Planning (PDP)

Personal Development Planning will provide you with an opportunity to assess the value of the skills and knowledge you are developing and identify your future learning and development needs. It is intended for both undergraduate and postgraduate students. It offers a structured way to reflect on what you are good at and what you need to develop further. You will learn to review your own skill levels and what you have learned from different situations and environments, including your studies, part time work, voluntary work and other activities. You will record your reflections and use them to help you think about and plan your future development.

This is an important part of your personal development and reflects the working environment where employers encourage new graduates to assess their own continuous professional development (CPD) using a portfolio. You can also use your record of PDP as a valuable aid for marketing your skills to employers in recruitment and selection processes.

Students can seek support in PDP at the Talent Spot and at the Study Department.

### Career Advice

Students on the Bachelor of Arts Honours Business Administration Programme are entitled to participate at the career fairs of the University of Pécs and also at fairs where other University of Pécs students are participating.

Career related guidance and coaching can be obtained at the Counseling Office of the Faculty of Business and Economics during their office hours. The Study Department may be able to provide information, but at present only occasionally. The Faculty organizes several conferences each year where students can meet important business actors. Several former students obtained employment this way. However, the responsibility of securing employment lies entirely with the students.

### Internship

Students with the intention of earning the degree from the University of Pécs, Faculty of Business and Economics must take part in a semester (12 weeks without interruption) long placement. Placements are organized by the Faculty. This implies that the time length of the education for these students is 7 semesters. Detailed regulation is to be found here: <http://ktk.pte.hu/en/students/teaching-system>.

### Attendance requirements

1. Students are required to attend all scheduled classes and prescribed activities for the programme on which they are enrolled.
2. Maximum rate of absence in case of every module is 25%. Student with higher rate of absence will not be allowed to take part on the final examination.
3. Students must make themselves available at all times to attend for viva voce examinations at times when, given the structure of the course they are taking, they may reasonably be expected to be available
4. Students must notify their academic tutor or other tutor in advance if they cannot attend any compulsory class, lecture etc. The academic tutor has the discretion to decide how the student should compensate for work not done in the classroom if it is needed.
5. They must inform the tutor of any illness which is affecting their attendance and supply a medical certificate if they are absent for more than one week.
6. Students must notify the Study Department in writing if they are withdrawing from a course.
7. Any period of absence over 28 days for whatever reason shall be reported to the Programme Director.

8. All withdrawals, including those where students have failed to reply to letters under paragraph 5 above should be notified immediately to the Dean of the Faculty on the appropriate form. Refund of fees, where applicable, will be at the discretion of the Dean as specified in the Financial Regulations of the Faculty of Business and Economics of the University of Pécs.
9. Where a student withdraws before the end of a given semester the last day of attendance should be noted as the last date of recorded attendance, if known. Otherwise it should be given as the date on the letter from the Programme Director requesting an explanation of absence (see paragraph 5 above). Where a student withdraws at the end of a given semester the date should be noted as the last day of that semester.

Students, who fail to register for the programme after four weeks of starting the programme, without any good cause, will be considered to have passive student status in the particular semester or non-enrolled if they were freshmen. In this case only determined amount of the fees is possible to be refunded.

## PROGRAMME STRUCTURE DIAGRAM

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7
A1 Quantitative Methods	A1 Probability and Statistics	A1 Business Statistics	A1 Foundation Marketing	A1 Corporate Finance	B1 Investments	D
A2 Introduction to Social Sciences	A2 EU/Business Law	B1 Organisational Behaviour	B1 Human Resource Management	B1 Strategic Management	B1 Operations Management	
A1 Micro- economics	A1 Macro- economics	B1 International Business	A1 International Economics	A1 Business Economics	B2	
A1 Information Systems	A1 Introduction to Accounting	A1 Banking and Finance	B2	B2	B2	
C	C	C	C	Project Module I.	Project Module II.	
31 credits	31 credits	31 credits	31 credits	28 credits	28 credits	30 credits

*A1: Core Methodology Modules (Economics and Business)*

*A2: Core Methodology Modules (Social Sciences)*

*B1: Core Business Modules*

*B2: Elective Business Modules (detailed below)*

*C: Elective Modules (detailed below)*

*D: Internship*

### C – Elective Modules

*4 have to be completed for 28 credits all together*

Code	Module	Semester	Classes	Credit
B12GMC1E	Healthcare Management	1	2+0	3
B12GMC13E	Visualisation with Spreadsheets	1	2+0	3
B12GMA05E	International Business Communication	2	2+0	3
B12GMC06E	Competence Development	2	2+0	3
B12GMC07E	Ideation and Business Model Generation	3	0+2	3
B12GMC02E	Environmental Economics	3	2+0	3
B12AKB09E/S	Regional Economics	4	2+0	3
B12GMC08E	Interdisciplinary Innovation Capacity Building	4	0+2	3



## B2 – Elective Business Modules

*4 have to be completed for 28 credits all together.*

Code	Module	Semester	Classes	Credit
B12PSB01E	Financial Accounting	4	2+2	7
B12GMB09E	Small Business Management	4	2+2	7
B12KMB01E	Marketing Research	5	2+2	7
B12GMB08E	Career Management	5	2+2	7
B12KMB07E	Tourism Management	6	2+2	7
B12GMB12E	Business Simulation Workshop	6	2+2	7
B12PSB04E	Financial Analysis	6	2+2	7
B12KMB02E	Advertising and Sales Promotion	6	2+2	7

## YOUR TIMETABLE

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You are allocated to timetabled lectures, labs, seminars, and workshops based upon your module registrations. Your timetable is available on the following websites:

<http://ktk.pte.hu/hallgatok/orarendek>

<http://www.ktk.pte.hu/info/baba>

If your timetable is incomplete or if you have any queries about your timetable; then please contact the Student Affairs Officer.

Any changes to your timetable will be notified to you by email.

## YOUR MODULES

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You can find the course syllabus– detailed course description - of every module in **Appendix 3**.

**Please note that though the name and the learning outcomes of the modules can never change during your studies; all the other content can be subject to change in every semester. For this reason the included syllabi are for general information only. The actual syllabi are made available on Neptun MeetStreet at the beginning of every semester.**

## YOUR PROGRAMME FEEDBACK

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### Programme Voice Group meeting

This is a forum where student voice leaders and staff meet to discuss the matters emerging on the BABA programme. This includes any issues but also deals with future developments and things that are going well. The Board also looks at student survey results and the reports from External Examiners.

The membership of a PVG meeting includes:

- Student voice leaders
- Head of Department
- Middlesex University Link Tutor
- UP FBE Link Tutor (Programme Director)
- Programme co-ordinator and other academic staff involved in the delivery of the programme and/or modules
- Support services representatives

The **student voice leaders** are elected by the end of week 2 at the beginning of every academic year to ensure that the interests of students on the programme are represented. They are also responsible for feeding back the outcomes of any meetings or events they attend.

Student voice leader will be selected, either by election or self-nomination. If you are elected as a student voice leader your role will be to gather the views and opinions of the students you represent, to present these at the meetings you attend and to feed back the results and information to other students following the meeting.

Being a student voice leader can be immensely rewarding. Much of the experience you obtain through being a voice leader can be linked to personal development and employability. The graduate market is very competitive and prospective employers are looking for people who stand out and can demonstrate, with real examples, skills listed in CVs. As a voice leader you get to put skills into action, such as communication, leadership, teamwork, problem solving and time management.

As well as attending PVG meetings student voice leaders are often asked to give their feedback on other issues relevant to students through focus groups or other committee meetings which are organised on a more ad-hoc basis.

**Minutes** are recorded of the discussion and decisions of each Board meeting and these are circulated to members with outcomes via email. The minutes are included with the Programme Quality Monitoring Report which is considered by Middlesex University. The points raised at the meeting are carefully recorded so action can be taken upon them, and they are available at the Student Affairs Officer.

Students receive information on actions arising from PVG meetings via the Student voice leaders.

**Meeting Dates:** Generally 6<sup>th</sup> week of each semester.

## Student Surveys

You will be required to take part in the module evaluation procedure at the end of every semester through Neptun. The aim of this feedback process is to elicit your views on the quality of all the modules you have taken, and your experience of being a student on your programme of study.

Module evaluation form examines each module in some detail. Programme questionnaires invite comment on your programme in general – it is to be done electronically during a given period in Neptun.

You can expect to receive a report on issues that have been identified, and the actions taken upon them are available at the Programme Director. The report would also describe the measures taken to resolve any problems. All reports will be an item for discussion during PVG meetings and will, where necessary, be reported upon during the annual monitoring process. The whole feedback process will also be reviewed on a regular basis, to ensure that it is effective in helping to provide a good quality experience for students.

Questions can be seen in **Appendix 4**.

Results of the survey are available by the start of the new academic year and each programme is expected to produce a brief report or action plan to resolve any problems that have been identified.

### How we consider your feedback

The feedback you give through your student voice leaders, through surveys and at PVG meetings play an important part in reviewing the BABA programme during and at the end of the academic year. Some of the changes we have made to the programme have been a result of student feedback. For example several modules are taught by other professors because of continuous complaints reported in the module evaluation forms.

### How your Programme is Quality Assured

You may have not heard the terms 'quality assurance', 'academic quality', 'academic standards' before and now you have you may think they have nothing to do with you, however these terms are important to you and your programme. The below definitions explain why;

**'Quality'** refers to how well UPFBE and Middlesex support you in your learning and covers the following areas: the teaching, the support available, the resources available, and how you are assessed.

**'Standards'** refers to the level of achievement you need to succeed on your course and get your qualification. Standards should not vary from one higher education provider to another.

Having both quality and standards means that you and everyone else can have confidence in your degree and your education.

**Quality assurance** is therefore mainly about maintaining standards and ensuring you have the best possible experience at UPFBE. Middlesex University has a range of quality assurance processes and procedures which include the following:

- Institutional Approval – This is the process that confirms whether Middlesex University will enter a partnership.
- Programme approval and validation –The process a programme must go through before it can run.
- Collaborative review – A process which looks at programmes every 6 years to see how they have been running.
- Annual monitoring – How the University reviews how programmes are doing every year.

- [External Examining](#) – Independent moderators who help ensure academic standards are being met but are also comparable nationally.
- [Student feedback](#) and representation – This includes student surveys, PVG meeting and student representation.

Further information on quality assurance and enhancement can be found here:

<http://unihub.mdx.ac.uk/your-study/ensuring-quality>

## PART TWO - RESOURCES AND SUPPORT AVAILABLE

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### Resources

#### Location of your classes/Study Department/Student Services

Your classes are taking place in the classrooms of the Faculty of Business and Economics (Pécs, Rákóczi Street 80). Classrooms are to be found on the ground and third floors.

All of your businesses in connection to your studies are dealt with the Study Department which is on the first floor – room 135 - together with the International Relations Office and the Talent Spot (please find the detailed information about the services below).

### Library

The Library of the Faculty of Business and Economics was delocalized with the Central Library of UP into the well-equipped South-Transdanubian Regional Library and Knowledge Centre in the summer of 2010. In the Knowledge Centre there are 380 computers for readers and the possibility of both the group work and the individual research is provided. In the whole building WiFi is available. By opening the Knowledge Centre the weekly opening hours of the Library have increased from 60 hours to 84 hours.

The Library of the Faculty of Business and Economics is located on the third floor of the Knowledge Centre where there are about 100,000 documents. English language books, textbooks, academic journals and periodicals in all the fields of business and economics can be found there. In the last few years the collection of the Library of the Faculty of Business and Economics increased by about 5,000 items per year. Students are supported by English language assistance. As the Libraries of the Knowledge Centre integrated their services, the Knowledge Centre operates as a large library and circa 1 million items are available for the readers.

Subscribed databases are available for the students and researchers via the university network, some of them contain business and economic e-journals and e-books such as Business Source Premier (EBSCOhost), JSTOR, Regional Business News (EBSCOhost), ScienceDirect, Scopus, and Springer Link.

Furthermore, the Library of UP has taken up digitalization of the physical collection so that the documents would be better available and researchable for the readers.

Since 1996, the Library has become the Depository Library of the World Bank, thus providing excellent data and document sources for interested researchers and students.

#### Joining the Library

Joining to the library is bound to registration at its reception with a student status certificate or student card. The Library Card entitles all students to use any of the library services.

#### *Reservations and Interlibrary Loans*

Books on loan from any of the libraries may be reserved by another borrower and recalled. Books and journals not in stock may be borrowed from elsewhere.

## The Collection of Documents of the European Union

There is a special collection of the documents of the European Union, established with the help of the PHARE programme. This is presently under the supervision of the Faculty of Law. The collection is located in the Knowledge Centre, and open for all students of UP. This mainly English language collection comprises journals, periodicals, statistics and annuals issued by the EU and provide up-to-date information for researchers. The collection is supported by CD-ROM and Internet search systems.

## IT facilities

The Faculty has two computer rooms with 97 computers for teaching purposes and further 8 computers for student usage which are available from 8 am till 8 pm from Monday to Friday. The campus has full WiFi coverage. Printing and scanning is available at the Student Help Desk operated by the Student Government.

## E-mail

Students will be approached frequently via email. For this reason they are required to make sure that their email address provided in **Neptun** (electronic academic registry system – see below) is always up to date because they will be informed through the system.

## Your contact and personal details

You should ensure that we are kept up to date of your contact details to guarantee that all important communication reaches you. In case you wish to modify any of your personal details or availability please contact the Programme Coordinator.

## Academic Registry System (Neptun) and Intranet (Neptun MeetStreet)

At the beginning of each semester it is your responsibility to set your status in Neptun as active and to sign up for your courses in the course registration period. Furthermore, in the exam period you have to sign up for each examination date otherwise you will not be allowed to participate in the examination. Neptun is available from the Faculty's website: <http://neptun.pte.hu>.

MeetStreet is the unified intranet of the University of Pécs. It functions as the main source of the learning material available for students. MeetStreet can be reached through Neptun from the Faculty's website and it is advisable to be visited on a regular basis in order to learn all important information.

At the beginning of your studies you will receive an intensive training program that will provide you with all the information on the options of the intranet. To log into the intranet you will have to use your Neptun code and password that was provided to you at the beginning of your studies. If you have any difficulties using the intranet please contact the Programme Coordinator.



## STUDENT SUPPORT

Students can easily reach different kind of supports either on campus or at the different departments of the UP. Please see the chart below.

Field of responsibility	Name	Extension	Location	E-mail
Academic Support, Study Counselling, Transfer of Study	Livia K. Tóth	23135	B135	<a href="mailto:livia@ktk.ptt.hu">livia@ktk.ptt.hu</a>
International Relations Coordinator, Exchange Programmes, International Student Support	Lilla Kolos	23160	B131	<a href="mailto:kolos@ktk.ptt.hu">kolos@ktk.ptt.hu</a>
Head of Technical Support	Tibor Fehér	23154	B135	<a href="mailto:white@ktk.ptt.hu">white@ktk.ptt.hu</a>
Web master, Online Support	József Varga	23344	B135	<a href="mailto:jozsi@ktk.ptt.hu">jozsi@ktk.ptt.hu</a>
Technical Support	Gábor Lovas	23364	B135	<a href="mailto:lovi@ktk.ptt.hu">lovi@ktk.ptt.hu</a>
Neptun Support	Tamás Gáspár	23334	B135	<a href="mailto:gaso@ktk.ptt.hu">gaso@ktk.ptt.hu</a>
Financial, Health Insurance, Student Card, Travel Discount Support	Central Registrar's Office, Customer Service	22545	Building Z, Dohány Street 1-3, basement	<a href="mailto:infokti@ktk.ptt.hu">infokti@ktk.ptt.hu</a>
Stipendium Hungaricum Scholarship Student Support	Áron Bánáti	18525	Rector's Office, Vasvári Pál Street 4	<a href="mailto:banati.aron@ptt.hu">banati.aron@ptt.hu</a>
Internship Coordinator, Employability Service, Coaching	Ildikó Hargitai	23366	B129	<a href="mailto:hargitai@ktk.ptt.hu">hargitai@ktk.ptt.hu</a>
Head of Secretariat	Andrea Parag	23281	B410	<a href="mailto:paraga@ktk.ptt.hu">paraga@ktk.ptt.hu</a>
Library Support	Barnabás Füzes	61071	Centre of Knowledge, Universitas Street 2, 3 <sup>rd</sup> floor	<a href="mailto:fuzes.barnabas@lib.ptt.hu">fuzes.barnabas@lib.ptt.hu</a>
Students' Government Representative	Petra Petrinovics	NA	B038	<a href="mailto:petrinovicspetra@gmail.com">petrinovicspetra@gmail.com</a>
Disability Support	Csaba Magdali	24018	Faculty of Science and Humanities, building A, office 130	<a href="mailto:magdali.csaba@ptt.hu">magdali.csaba@ptt.hu</a>

## Student Government

The Student Government has the main purpose of making the students' life easier and more colourful at the University. It operates with five members, whose main tasks are the advocacy of students in different committees, cooperation with the Study Department, information transfer, keeping in touch with the Student Organizations, and organizing programmes.

It is important that our students can rely on the Government if they have any affairs regarding their studies, or the university processes.

Our traditional events – besides offering joyful moments – are attempting to create a special atmosphere that makes students become a great community.

The activity of the Government are opened to public, anyone who is interested, has some motivation to help them occasionally, or has any questions, should feel free to contact them by person or by email: <http://ktk.pte.hu/hot>.

## Role of the Link Tutor

The link tutor at University of Pécs for this programme is the Programme Director, and as you can read at the beginning of the Handbook, the link tutor at Middlesex University is Jas Ahmad. Both tutors are jointly responsible for ensuring the programme is delivered according to the arrangements agreed when it was approved. Both link tutors attend the Programme Voice Group meetings where they listen to the views of students on the programme; however you can contact either if you have a query or suggestion.

## PART THREE - UNIVERSITY POLICIES YOU SHOULD KNOW

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### Programme Regulations

The regulations of the BABA programme can be read in this Student Handbook and also in Annex 7 of Codes of Regulation and Examination of UP which is to be found here:

[http://international.pte.hu/sites/international.pte.hu/files/files/codes/code\\_of\\_studies\\_201502\\_01.pdf](http://international.pte.hu/sites/international.pte.hu/files/files/codes/code_of_studies_201502_01.pdf)

### Learning, Teaching and Assessment

The learning, teaching and assessment approaches used throughout your programme will encourage you to be actively involved in your learning and to co-operate with other students. We aim to give prompt feedback on your learning as well as opportunities to reflect upon and learn from that feedback.

### Learning and teaching methods

You will be actively involved in a range of learning, teaching and assessment approaches as part of your Bachelor of Arts Business Administration study programme. Such active learning approaches aim to put you at the centre of your learning so you are involved and engaged in all aspects of your learning and its assessment. Your programme will require your active participation in learning activities and engagement with your fellow students both individually and collaboratively, working and learning with other students as part of a small group. Learning activities may also occur both within and outside the classroom.

Your learning will also be supported by technology. Increasingly your tutors will be using existing and emerging learning technologies to engage you in e-learning activities. Your programme will be facilitated using a variety of media and online tools (podcasts, wikis, etc) which will allow you flexible access to a diverse range of online resources, quizzes and learning materials as well as collaborative tools with which you can engage and learn with your peers. Not confined by time and space you will be able to take part in online discussions and learning activities from wherever you are studying. Your tutors will provide any support you may need whilst learning online.

By engaging with e-learning you will also be developing skills which are essential for your learning and are also highly valued by employers. These include but are not limited to: working flexibly, communication, understanding of IT, team working and creating shared understandings based on quality resources and access to global expertise.

### Assessment methods

Assessment is an integral part of learning and you may hear it referred to as formative or summative.

**Formative assessment** is developmental in nature and is designed to give feedback to students on their performance and how it can be improved therefore you will not receive a grade for formative assessment. Formative assessment is an important part of the learning process and has been shown to contribute to enhancement of learning and rising of standards.

**Summative assessment** is designed to measure the extent to which you have achieved the intended learning outcomes of a module and therefore the appropriate grade to be awarded. The summative component of an assessment task is designed to measure achievement of a learning outcome. Summative assessment should assess achievement of all learning outcomes in a secure, fair and accurate manner.

Assessment may also involve **self, peer or group approaches**. For example, you may be asked to self-assess your own work indicating where you feel you have clearly demonstrated your understanding and also identifying areas where you can see you have room to improve. Assessment may also be a peer process where students, individually or as groups, offer feedback on one another's work. **Group assessment** may also be part of your programme. This part of the assessment requires you to demonstrate your ability to work as part of a group and possibly receive a group mark.

**Please see the module narratives in this handbook for more detail about on the assessment for each module, appendix 3.**

### Submission and receipt of coursework

Submission of coursework should be done upon the request of the module leader: either in print or in electronic format or in some cases in both formats. If a student is explicitly asked to hand in coursework electronically then s/he has to do so. An electronic receipt however is at the discretion of the module instructor, and may not be available.

### Exams

**Final** examinations are held only in the exam periods – December/January, and May/June. The dates of the exams are determined by the Study Department which announces them one month before date of the first exam. The dates of the **Midterm** examinations are determined by the module leaders and can be read in the module unit narratives. Exams belonging to **Exam Courses** can be done during the teaching period also but only once and the exam has to be the subject of the student and the professor. The only exemption is the centrally organized **pre-exam** period during the fall break which is available for finalist students to make up their missing credits.

### Deferral of assessment

Deferral of assessment can be requested only because of medical reasons (illness, accident). You have to prove with an official medical certificate if you were unable to participate an examination otherwise there will not be possibility for replacement. In the final examination period exams can be taken only in the appointed times. There is no possibility to organize final exams individually and outside the schedule.

### Extenuating Circumstances

With extenuating circumstances (payment deferral, credit transfer, sport activity, work placement, absence...etc.) you have to contact the Programme Coordinator first and ask about your duties.

## Assessment results

The minimum **pass mark** for all assignments is grade 2 (pass). A pass grade can be achieved if a student achieves 51% from the 100% of the marks obtainable in all courses. If a module has more assessment components, or consists of two parts, the students have to pass all those components or parts which have higher weight than 20% out of the 100% in order to pass the whole module. If the student fails in any component, at the resit only a pass mark (2) can be achieved from the component the student failed. The other components will be evaluated according to the chart below.

Assignments will be marked using the UP five point marking scale shown below - 5 being the best and 1 being the worst.

GRADE	DESCRIPTION	PERCENTAGE
5	Excellent	88.01-100
4	Good	75.01-88
3	Fair	60.01-75
2	Pass	50.01-60
1	Fail	0-50

## Re-assessment

In most cases, a student is required to pass all elements of assessment in order to pass the overall module (e.g. mid-term exam, project, presentation, final exam), though this only applies to elements that carry a **weighting** of 20% or more of the overall grade. If a student fails a module in a particular semester, s/he will be allowed one attempt to **retake** the element(s) of assessment failed. The maximum grade awarded for the re-assessed element after the retake will be a pass grade.

Should the student fail to pass the module after the resit/resubmission, the student will be allowed to participate in an **Exam Course** for this particular module for which they have to register to in one of the following semesters. Taking an Exam Course the student must complete a single exam that will represent 100% of the grade of the module. The maximum grade that can be awarded for an Exam Course is 2.

## Number of exams

A student will be allowed to participate in a **maximum of six** exam occasions for each particular module throughout the three years, provided that they do not default on passing the minimum number of modules at the end of semester 2nd, 4th and 6th (see below).

## Class participation/Absence

Student who misses more than 25 percentages of the classes will not receive signature from the lecturer, which is a prerequisite of participation on the final exam. Should the student fail to receive signature, s/he will have to retake the whole course when available.

## Credit Minimum Criterion

A student failing more than one-third of the total **credit requirements** at the end of the 2<sup>nd</sup>, 4<sup>th</sup> and 6<sup>th</sup> semester will be made to withdraw from the programme:

- By the end of the 2<sup>nd</sup> semester the student must realize at least 41 H credit points out of the maximum 62, otherwise the student will be made to withdraw from the Programme.
- By the end of the 4<sup>th</sup> semester the student must realize at least 82 H credit points out of the maximum 124, otherwise the student will be made to withdraw from the Programme.
- By the end of the 6<sup>th</sup> semester the student must realize at least 119 H credit points out of the maximum 180, otherwise the student will be made to withdraw from the Programme.

### Marking, second marking and moderation

All assessment is sent to the External Examiner after the Faculty's Department has accepted it, with all the coursework set for the students. After each final exam there will be two markings, internal and external moderation by the External Examiner. The decision of the External Examiner on a specific mark is final till the Assessment Board's decision.

All modules are overseen by both the internal second marker and by the External Examiner, especially those modules in which the assessment grade is derived from a combination of coursework and examination. Special attention is played to all borderline and fail candidates.

### Assignments

Students will generally be required to submit assignments in the modules that should be completed by the deadlines set. Individual progress will be monitored by means of these assignments and/or class participation. The precise terms of reference, including deadlines and word limits, for an assignment must be observed otherwise marks may be deducted. The pattern of assignments and assessment will be given at the start of the module.

In addition to the assignments for each module there will be an examination to be undertaken at the end of the programme. Participants will be examined by means of written or oral examination in the specified form according to the module specification. If there is a possibility of a failure or a distinction at the end of the programme, participants may also be required to have a viva voce examination.

Please ensure that you are familiar with these requirements. In particular, please note that if your performance is likely to be adversely affected by personal circumstances, the facts must be drawn to the attention of the Programme Director in writing, with supporting evidence, **two weeks before** the due dates.

Assignments are designed to test the participant's individual ability. While co-operation and discussion with others may be useful and desirable, participants are reminded that copying and collusion are breaches of examination regulations.

All material from other sources must be acknowledged.

### Return of coursework

Coursework will not normally be returned to the students it has to be filed for two years according to law. If a student explicitly needs a piece of coursework for any reason s/he has to produce it in more copies than one. The Study Department has no right to give coursework back.



## External Examiners

External Examiners are one way we assure the academic quality of your programme. They are subject experts who help assure that your Middlesex award is comparable to that at other UK universities by reviewing the programme curriculum, the assessment and the learning resources. Among other things they approve all exam papers before they are taken, attend the assessment board and write a report at the end of the year. You can obtain a copy of this report by contacting your student voice leader.

**The External Examiner(s) for the BABA programme are:** Liu Jia from University of Salford and Christine Rivers from University of Surrey.

**IMPORTANT: It is inappropriate for you or any other student to make direct contact with an External Examiner.** The appeal and complaints systems exist to allow you to express any concerns you have, including the marks you have been given for your performance.

You can read more about the role of External Examiners and quality assurance on the QAA website: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/what-is-quality/pages/default.aspx>

## Assessment Feedback

Feedback on your assessment (both formative and summative) provides the opportunity for you reflect on your work and to use this feedback as the basis for learning and improvement.

Feedback can take many forms, and may be informal, for example it may be offered and discussed in classroom sessions either collectively or individually. It may also be more formal and delivered, for example, in written or oral form from peers or academic staff. Understanding your feedback is very important and to achieve this you are encouraged to discuss feedback with your peers and academic staff.

Receiving feedback on your work is an essential and important part of your learning and therefore all programmes provide regular opportunities for formative assessment, the purpose of which is to get just detailed feedback (rather than marks) on your performance so that you can get a regular update on how you are developing and to prepare you for any summative assessment (summative assessment counts towards your final grade).

Feedback on summative assessment will be offered in a variety of forms and all work will be marked and moderated in line with <http://ktk.ptt.hu/hallgatok/szabalyzatok-dokumentumok>.

You will normally be provided with feedback within 3 working days of the published submission date.

## Progressing on your programme

### Your credits

All modules in the Programme (except Project Module 1-2 and Business English 1-2 which carry 0 credit but compulsory criterion) carry equal weight and are rated as 7/3 ECTS and Hungarian credit point on the accumulative credit scheme. Upon successful completion of the

Programme student will earn maximum 180 ECTS (210 Hungarian credit points including 30 credit points for placement).

## Your progression

After your exams your results will be recorded in Neptun. It is important to know that these results have to be considered and confirmed by the Assessment Board in order to be recognized valid by MDX. The Assessment Board consists of the following members: professors, Middlesex link tutor, External Examiners, Programme Director and if you have successfully completed your assessment you will be able to progress to the next year or graduate. Once the Assessment Board has met you will be able to view your results and progression status in the official board scripts at the Study Department.

The Assessment Board can determine the following progression categories:

1. Pass Proceed – the student completed all the courses that are prescribed in the sample curriculum for the particular year
2. Exam Course – the student has some incomplete course(s)
3. Excluded – the student could not complete the minimum credit criterion therefore they have to be dismissed
4. Withdrawn/Passive – the student suspended their studies by their own will
5. Pending – the decision on the progression cannot take place yet because of missing grades (study abroad)

## Project Module/Thesis

The overall objective of the Thesis is to reinforce the student's learning by requiring that experience be brought to bear upon a real-life business problem. The range of problems that may be addressed is extensive. The Project Module (see Project Module syllabus) is designed to give an insight into the problems businesses face and to provide students with the necessary tools to resolve these problems. Project Module I-II. are independent modules in which students work towards their thesis. The mark of the Project Module is calculated in the following way: the mathematical average of three marks: one given by the Project Leader/Supervisor for work done during the semester, and the two marks given for the Thesis.

Topics for the Thesis can be freely selected by the students through Neptun during a given period. The Thesis will be evaluated by the supervisor and by an opponent – referees – suggested by the supervisor. Both referees' judgement has the same weight therefore if both of them give grade 1 (fail) for the Thesis then the student is not allowed to defend the work and has to rewrite the Thesis. If one of the referees gives a grade 1 (fail) and the other gives a grade 2 (pass) or better, then the thesis has to be seen by a third referee. If the third referee gives a grade 1 (fail) then it is the responsibility of the Programme Director to decide whether to allow the student to defend the thesis, or if the student must rewrite it.

Thesis Evaluation Form can be seen in **Appendix 5**.

In case of the Hungarian degree the Final Examination – Thesis Defence consists of the oral defence of the Thesis. Moreover, students must prove their general knowledge and preparation in the topic(s) associated with the Thesis. The due date of the thesis is the end of the 6<sup>th</sup> semester. The oral defence will take place at the end of the 7<sup>th</sup> semester, after the compulsory placement.

To be eligible for the diploma issued by Middlesex University the student does not have to take part in the oral examination procedure. The turning in of the thesis is the single requirement in this manner. This is done by the end of the 6<sup>th</sup> semester.

## Final Examination – Thesis Defence (required only for the Hungarian diploma)

In order to acquire the Hungarian diploma the student is required to complete the final examination. The final examination consists of the preparation and arrangement of the thesis, viva voce and written examinations stipulated in the qualification requirements.

### Defence procedure

Students get informed about the exact schedule of the defence two weeks before the defence. The schedule will be sent out through Neptun to those who registered themselves to the defence during the given period in Neptun. At the defence students will be asked two questions by the committee in connection with the topic of their theses. In addition to that students have to prepare a 10-minutes long presentation about their thesis. The defence is about 20 – 25 minutes long per student. If the thesis is confident then only the supervisor, the committee and the student can be present at the defence. After the defence both copies of their thesis is given back to the students. The result of the defence and the diploma is calculated according to the calculation scheme below:

Weighted grand average of all results +grand average of the thesis (2 grades from referees and the grade of the defence): 2 = qualification.

The announcement of the results will be right after the defence.

### Your achievement/Certificates

After successfully completing the final examination, a Certificate (Degree) in Business Administration is issued by the UPFBE. The qualification of the Certificate (Degree) in Business Administration is determined as the weighted average mark of all credited courses, the thesis and the final examination. The qualification of the Certificate (Degree) is based on the average mark as follows:

5.00	Distinction
4.51-4.99	Excellent
4.00-4.50	Good
3.00-3.99	Fair
2.00-2.99	Satisfactory

If you paid the registration fee at the beginning of your studies you will also receive the Middlesex University certificate. It will include the words “in collaboration with the University of Pécs”. The Assessment Board determines the classification of your Middlesex certificate (degree) according to the following scheme:

4.51-5.00	First Class Honours
4.00-4.50	Second Upper Class Honours
3.51-3.99	Second Lower Class Honours
2.00-3.50	Third Class Honours

The following results are taken into account in determining your MDX degree qualification:

Average of 5th and 6th semester + the 4 best grades from 3rd and 4th semester = grand average = qualification.

Your certificate will be sent to UPFBE by Middlesex University within 4 months of the date the qualification is awarded (usually the Assessment Board date). Once it has arrived it can be taken over in the Study Department or later at the Graduation Ceremony together with your UPFBE degree.

Full details of the information which will appear on your certificate can be seen in **Appendix 6**.

### Diploma supplement

All students are issued with a diploma supplement verified by Middlesex University which will state UPFBE as the institution where you studied. Your diploma supplement will include the modules you have taken with grades achieved and state your qualification with the classification and title furthermore it additionally contains information on the nature, level, context, content and status of the studies undertaken and successfully completed. Diploma supplements are intended to help external parties such as current or future employers or other Higher Education providers understand more about your programme in addition to your grades.

### Academic Misconduct

Plagiarism is the presentation by a student, as his or her own work, of a body of material (written, visual or oral) which is wholly or partly the work of another. In fact, plagiarism extends to cover one's own work previously assessed or published which is also required to be properly referenced.

Taking unfair advantage over other authors, students or oneself in this way is considered by the Middlesex University and The University of Pécs, Faculty of Business and Economics, to be a serious offence. The University and The University of Pécs, Faculty of Business and Economics, will take serious action against any student who plagiarises whether through negligence, foolishness or deliberate intent. Make sure written material, ideas, theories, formulae, etc. are acknowledged through the use of quotation marks, references and bibliographies. Information on the correct way of acknowledging work from other sources is available from <http://libweb.anglia.ac.uk/referencing/harvard.htm>. Academic misconduct also covers cheating in examinations.

### Plagiarism

Plagiarism – in more details – is taking someone else's work or ideas and passing them off as your own. Remember plagiarism isn't just restricted to essays or reports it can also happen with visual work as well. It includes:

- copying – submission of someone else's entire work as your own. The original work could be from the internet, a classmate, or a student in a previous year.
- failing to indicate a direct quote (quotation marks should be used) in the text.
- paraphrasing or synthesising material from a book, journal article or internet site without acknowledging the source in the text.
- composing a paragraph by joining together sentences from a number of sources and not acknowledging them in the text.

- using your own previous work in another assignment without acknowledging it.

In case of plagiarism the student will have to face the Ethical Committee of the University and bear the consequences of their deed.

If you have any questions regarding plagiarism or academic misconduct then please contact the Programme Director.

### Appeals

Students are able to appeal against assessment board decisions and the outcome of academic misconduct cases. The University of Pécs Regulations for Appeals apply to Bachelor of Arts Business Administration and these are available on line at:  
<http://portal.ktk.pte.hu/index.php?p=contents&cid=457>

The terminology may not be familiar in all cases as it refers to University of Pécs staff and committees. If you are involved in any action under these regulations and do not understand the process involved, please contact the Programme Director.

### Health and Safety

Students are expected to behave according to general Faculty regulations and not endanger their own or anybody else's health and safety. Students are liable for any damage that is caused by them to anyone else on the premises.

## APPENDIX 1: PROGRAMME SPECIFICATIONS

### Bachelor of Arts Honours Business Administration Programme Specification



<b>1. Programme title</b>	Bachelor of Arts Honours Business Administration
<b>2. Awarding institution</b>	Middlesex University
<b>3. Teaching institution</b>	University of Pécs
<b>4. Details of accreditation by professional/statutory/regulatory body</b>	Middlesex University Business School
<b>5. Final qualification</b>	BA
<b>6. Year of validation</b>	1996
<b>Year of amendment</b>	2012
<b>7. Language of study</b>	English
<b>8. Mode of study</b>	Full time
<b>9. Criteria for admission to the programme</b>	
<p>The Programme requires that students enrolling on the programme have capabilities in Mathematics and language capabilities in English. The programme requires the equivalent of 3 British or Scottish 'A' Levels at grade C or higher. The programme will consider students with qualifications from other professional or academic institutions of foreign countries upon written confirmation of the grades from those institutions.</p> <p>The specific requirements are:</p> <ul style="list-style-type: none"><li>• Certificate of completion of secondary education.</li><li>• Certificate of school-leaving examination.</li><li>• Grades in Mathematics or any economics related module and English. The Hungarian equivalent is Matura.</li><li>• Applicant has to have any of the following language certificates:</li></ul> <p>Certificate of proficiency in English: TOEFL certificate no more than years old or an equivalent certificate of proficiency in English (for non-native speakers or those who did not obtain their secondary education in a school with English as the language of institution). For Hungarian students the C level State Language Examination certificate under two years old is accepted. For applicants who do not hold a certificate of proficiency in English there is the possibility of taking an entrance examination at the Faculty.</p> <ul style="list-style-type: none"><li>• A personal interview would be held only in case of foreign applicants whose qualification cannot be directly substituted.</li></ul> <p>Application procedure:</p> <p>Interested students meeting the requirements of the programme, can apply by submitting the following documents along with those listed above:</p> <ul style="list-style-type: none"><li>• Curriculum vitae in English</li><li>• Completed application form</li><li>• 1 passport sized photographs</li></ul>	

For Hungarian students the Higher Education Law decides the procedure of application that may be subject to changes in every year. Please consult find the details at [www.felvi.hu](http://www.felvi.hu).

### 10. Aims of the programme

The programme aims to:

The underlying philosophy of this Programme is that students follow an accelerated track of study, which will enable them to make useful contributions to the organisations which they will join upon successfully completing the Programme.

The purpose of the Programme is to provide relevant education in order to prepare the students for careers in business. Its central concern is with the development of knowledge and skills required for the analysis of business problems and for the formulation and implementation of business strategies.

The aims and objectives of the Programme are that on completion students should have:

1. a solid foundation in business disciplines, and knowledge of the appropriate concepts to be used as tools of analysis for business situations;
2. a thorough understanding of the business environment, of business functions and of the processes appropriate to business operations;
3. analytical, planning and operating skills which can be applied to complex, business situations;
4. subject expertise and functional specialism; and
5. a learning experience through the three years of the course which encourages the development of personal qualities and skills appropriate to, and sought after, by the business world.

### 11. Programme outcomes

#### A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding of :

1. The theories and practice of business in the globalised world, with specific knowledge of key functional areas with a sound methodological background.
2. The key methods of structural and management analytical tools, the consequences of planning and analysing outcomes.
3. The significance of the structure and performance of the economic system in the world and major institutions including financial institutions.
4. The globalised and Hungarian business environment.
5. The globalised and Hungarian business functions and the processes appropriate to business operations.

#### B. Cognitive (thinking) skills

On completion of this programme the successful student will be able to:

1. Analyse and cross-culturally evaluate globalised and Hungarian organisations in their environments.
2. Evaluate the effectiveness of strategies for management such as corporate, HRM, marketing and finance.
3. Evaluate management statements in terms of evidence.
4. Define and generalise the financial and economic framework.
5. Identify assumptions for successful management of organisations in the world.
6. Defend management and strategic choice.

#### C. Practical skills

On completion of the programme the successful student will be able to:

1. Plan work activities including time management.
2. Scan, gather, organise, record, and store information.
3. Apply and use different managerial analytical tools.
4. Conduct research into business and management issues.
5. Demonstrate writing skills.

#### D. Graduate Skills

On completion of this programme the successful student will be able to:

1. Personal and career development including personal and managerial effective skills
2. Effective learning
3. Communication, including listening, negotiating and persuading or influencing others.
4. Teamwork, including the ability to lead, team selection, delegation, development and management.



6. Demonstrate development of specific professional skills in management for application in the workplace.	5. Information Technology 6. Substantial quantitative skills including the use of models of business situations.
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## 12. Programme structure (levels, modules, credits and progression requirements)

### 12.1 Overall structure of the programme

Year	Semester	Module 1	Module 2	Module 3	Module 4	Module 5
1	1*	Quantitative Methods	Microeconomics	Information Systems	Introduction to Social Sciences	Healthcare Management or Visualisation with Spreadsheets
	2*	Probability and Statistics	Macroeconomics	EU/Business Law	Introduction to Accounting	Competence Development or International Business Communication
2	1	Business Statistics	Organisational Behaviour	International Business	Banking and Finance	Ideation and Business Modell Generation or Environmental Economics
	2	Foundation Marketing	Human Resource Management	International Economics	Financial Accounting or Small Business Management	Regional Economics or Interdisciplinary Innovation Capacity Building
3	1**	Business Economics	Corporate Finance	Strategic Management	Marketing Research or Career Management	Project Module 1
	2**	Investments	Operations Management	Tourism Mgmt or Business Simulation Workshop	Financial Analysis or Advertising and Sales Promotion	Project Module 2

\*In the 1<sup>st</sup> semester students are assessed on English language. Based on the results student is either required to take Business English or is exempt. Students are either put into level 1 (intermediate) or level 2 (advanced) groups. Exempt students have the opportunity to participate without having to have to take part in the assessment. In the 2<sup>nd</sup> semester students have to attend Business English 2 classes in order to learn academic writing skills. Business English is not credited, but must be passed in order to progress further in the structure.

\*\* In the 5<sup>th</sup> and 6<sup>th</sup> semester students are required to take Project Module 1 and 2, which assist them in the preparation of their thesis. In the 5<sup>th</sup> semester student must attend 6 hours of classes. Project Module 1 and 2 are not credited, but must be passed.

12.2 Levels and modules		
Level 4 (1)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Quantitative Methods B12GMK01E		Required to progress to level 5
Introduction to Social Sciences B12GMA03E		Required to progress to level 5
Microeconomics B12GMK07E		Required to progress to level 5
Information Systems B12GMK02E		Required to progress to level 5
	Healthcare Management B12GMC1E or Visualization with Spreadsheets B12GMC13E	Required to progress to level 5
Probability and Statistics B12GMK03E		Required to progress to level 5
EU/Business Law B12GMA04E		Required to progress to level 5
Macroeconomics B12GMK08E		Required to progress to level 5
Introduction to Accounting B12GMK14E		Required to progress to level 5
		Required to progress to level 5
Level 5 (2)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Organizational Behaviour B12GMK11E	International Business Communication B12GMA05E or Competence Development B12GMC06E	Required to progress to level 6
Business Statistics B12GMK04E		Required to progress to level 6
International Business B12GMB10E		Required to progress to level 6
Banking and Finance B12GMK09E		Required to progress to level 6
	Environmental Economics B12GMC02E or Ideation and Business Model Generation B12CMG07E	Required to progress to level 6
Foundation Marketing B12GMK13E		Required to progress to level 6
Human Resource Management B12GMB02E		Required to progress to level 6

International Economics B12GMK10E		Required to progress to level 6
	Financial Accounting B12PSB01E  or Small Business Management B12GMB09E	
	Regional Economics B12AKB09E/S  or Interdisciplinary Innovation Capacity Building B12GMC08E	
Level 6 (3)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Corporate Finance B12GMK12E		Required to gain BABA degree
Strategic Management B12GMB03E		Required to gain BABA degree
Business Economics B12GMC05E		Required to gain BABA degree
Project Module I PJM13101		Required to gain BABA degree
	Marketing Research B12KMB01E  or Career Management B12GMB08E	Required to gain BABA degree
Investments      B12PSB09E		Required to gain BABA degree
Operations Management B12GMK15E		Required to gain BABA degree
Project Module II PJM13202		Required to gain BABA degree
	Business Simulation Workshop B12GMB12E or Tourism Management B12KMB07E	Required to gain BABA degree
	Financial Analysis B12PSB04 E or Advertising and Sales Promotion B12KMB02E	Required to gain BABA degree
12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)		
Module level	Module code	
	Not applicable.	
13. Curriculum map		
See above.		
14. Information about assessment regulations		
See above.		

**15. Placement opportunities, requirements and support (if applicable)**

In order to receive the Hungarian certificate the Hungarian Higher Education Law requires a compulsory industrial placement. In this case the Faculty is obliged to secure attachment.

**16. Future careers (if applicable)**

The Faculty organises several conferences each year where students can meet important business people. Several former students obtained employment this way. Students are also encouraged and supported to participate at employment fairs – such fair is held in every Spring semester on campus. There is a counselling office at the Faculty that is also at the disposal of BABA students. Furthermore, the programme staff will also be able to provide suggestions as to potential employers. However, the responsibility of securing employment lies entirely with the students.

**17. Particular support for learning (if applicable)**

Particular support for learning include:

- English language support – Business English course
- Programme Handbook, Freshmen's guide
- Induction and orientation programme
- Student e-mail and internet access
- Extensive library provision of English language texts and journals
- Feedback on assessed work
- Student support services
- Placements
- Labs/computers
- Academic advisors
- Staff research

**18. JACS code (or other relevant coding system)**

**19. Relevant QAA subject benchmark group(s)**

**20. Reference points**

**21. Other information**

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the student programme handbook and the University Regulations.

## APPENDIX 2: CURRICULUM MAP

### Curriculum map for *Bachelor of Arts Honours in Business Administration*

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

#### Programme learning outcomes

Knowledge and understanding		Practical skills	
A1	The theories and practice of business in the globalised world, with specific knowledge of key functional areas with a sound methodological background.	C1	Plan work activities including time management.
A2	The key methods of structural and management analytical tools, the consequences of planning and analysing outcomes.	C2	Scan, gather, organise, record, and store information.
A3	The significance of the structure and performance of the economic system in the world and major institutions including financial institutions.	C3	Apply and use different managerial analytical tools.
A4	The globalised and Hungarian business environment.	C4	Conduct research into business and management issues.
A5	The globalised and Hungarian business functions and the processes appropriate to business operations.	C5	Demonstrate writing skills.
		C6	Demonstrate development of specific professional skills in management for application in the workplace.
Cognitive skills		Graduate Skills	
B1	Analyse and cross-culturally evaluate globalised and Hungarian organisations in their environments.	D1	Personal and career development including personal and managerial effective skills
B2	Evaluate the effectiveness of strategies for management such as corporate, HRM, marketing and finance.	D2	Effective learning
B3	Evaluate management statements in terms of evidence.	D3	Communication, including listening, negotiating and persuading or influencing others.
B4	Define and generalise the financial and economic framework.	D4	Teamwork, including the ability to lead, team selection, delegation, development and management.
B5	Identify assumptions for successful management of organisations in the world.	D5	Information Technology
B6	Defend management and strategic choice.	D6	Substantial quantitative skills including the use of models of business situations.

Module			Code		Programme outcomes																							
					A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	
1	Quantitative Methods	B12GMK01E		X										X							X				X	X		
	Introduction to Social Sciences	B12GMA03E	X				X						X				X				X							
	Microeconomics	B12GMK07E			X			X			X				X			X							X			
	Information Systems	B12GMK02E		X			X						X		X						X			X	X			
	Healthcare Management	B12GMC1E	X					X				X				X					X	X	X					
	Visualization with Spreadsheets	B12GMC13E		X							X		X	X		X		X			X			X	X			
	Probability and Statistics	B12GMK03E		X										X	X						X			X	X			
	Macroeconomics	B12GMK08E	X		X			X			X											X			X			
	Introduction to Accounting	B12GMK14E	X	X					X	X			X		X								X					
	EU/Business Law	B12GMA04E				X		X							X			X		X		X						
	Competence Development	B12GMC06E	X									X	X	X	X				X	X	X	X	X					
	International Business Communication	B12GMA05E				X						X					X			X		X	X					
2	Banking and Finance	B12GMK09E			X						X				X								X		X			
	Organisational Behaviour	B12GMK11E					X	X					X	X				X	X		X	X						
	International Business	B12GMB10E				X	X	X						X				X	X		X	X						
	Business Statistics	B12GMK04E		X						X		X			X		X			X				X	X			
	Ideation and Business Modell Generation	B12GMC07E			X	X					X			X	X					X	X	X	X	X				
	Environmental Economics	B12GMC02E	X			X		X									X						X					
	Human Resource Management	B12GMB02E	X						X			X		X		X		X	X	X		X	X					

	Foundation Marketing	B12GMK13E	X				X		X			X		X					X		
	International Economics	B12GMK10E	X			X			X		X		X						X		X
	Financial Accounting	B12PSB01E			X				X		X		X								X
	Small Business Management	B12GMB09E		X			X		X				X		X	X		X	X	X	
	Regional Economics	B12AKB09E/S	X			X				X			X			X				X	X
	Interdisciplinary Innovation Capacity Building	B12GMC08E	X	X			X	X				X		X			X	X		X	
3	Strategic Management	B12GMB03E					X			X			X		X	X				X	
	Corporate Finance	B12GMK12E			X				X	X			X	X			X			X	X
	Business Economics	B12GMC05E	X		X				X		X				X					X	X
	Project Module I.	PJM13101											X	X		X	X			X	X
	Marketing Research	B12KMB01E		X			X		X					X		X		X	X	X	X
	Career Management	B12GMB08E					X									X		X	X	X	
	Investments	B12PSB09E			X					X						X	X			X	X
	Operations Management	B12GMK15E		X					X				X		X		X			X	X
	Project Module II.	PJM13202											X	X		X	X				
	Business Simulation Workshop	B12GMB12E				X		X					X		X		X	X	X	X	X
	Tourism Management	B12KMB07E				X	X			X			X		X				X	X	
	Advertising and Sales Promotion	B12KMB02E				X			X				X			X	X	X		X	X
	Financial Analysis	B12PSB04E			X					X	X				X	X		X			X



## APPENDIX 3: MODULE NARRATIVES

In this section you will find details of all the modules associated with your programme so that you can see what is involved in your programme and make any choices over option modules (if applicable).

The narratives were correct at the time this handbook went to print but details change over time and therefore you should always refer to the latest version available on Neptun MeetStreet.

### A1/A2: Core Methodology Modules (Economics and Business/Social Sciences)

Code	B12GMK01E		Credit	7
Term:	1 <sup>st</sup> semester	Level:	4	
Module Title:	QUANTITATIVE METHODS			
Module Leader:	Dr. Gyöngyi Bugar, PhD Associate Professor	Office Hours:	Wednesday 12:30-13:45 Room: B119	
Telephone:	(72) 501-599 ext. 63289	E-mail:	<a href="mailto:bugar@ktk.ptt.hu">bugar@ktk.ptt.hu</a>	
Short Description:	This module provides students with the necessary theoretical basis for mathematical applications in business. It covers all the relevant areas of Function Theory, Optimization Theory and Matrix Algebra at introductory level.			
Sessions (weeks):				
Schedule is tentative and subject to change.				
1.	Brief review of the basic concepts of Mathematics: introduction to the theory of sets, numbers, vectors and functions. Operations with sets, numbers and vectors.			
2.	Elementary theory of matrices, matrix operations. Determinants, Cramer's Rule. Business applications. <i>Excel applications for matrix operations.</i>			
3.	Elementary theory of single variable real functions. Continuity, monotonicity, convexity/concavity, extremal values, zeroes, etc. Graphical representation and graphical analysis of single variable real functions. Business applications.			
4.	Elementary theory of several variable real functions. Convexity/concavity, extremal values, zeroes, etc. Graphical representation and graphical analysis of several variable real functions.			
5.	The level curve method. The elements of linear and nonlinear programming. Graphical solution methods. Business applications.			
6.	Introduction to differential calculus. Basic concepts and calculus rules. Complete analysis of single variable functions. Business applications.			
7.	The indefinite integral, basic rules for integration. Differential equations. Business applications. <b>First test.</b>			
8.	The definite integral and its geometric meaning. The Newton-Leibniz Rule. Improper integrals.			
9.	Differential calculus for functions with several variables. Seeking for extremum. Business applications.			

10.	Systems of linear equations. Matrix equations. The inverse of a matrix. Vector space and coordinate transformation methods. The pivot algorithm. <i>Excel applications for supporting the solution.</i>
11.	Unconstrained optimization problems. <b>Second test.</b>
12.	Equality constrained optimization problems. The Lagrange Multiplier Rule.
<b>Rationale Including Aims:</b>	To make students aware of the usefulness of mathematics as an aid in formulating and solving business-related problems. To enable the students to understand the main features of deterministic phenomena and investigate their models. To provide a toolkit to other subjects which use mathematical techniques, e.g. Economics, Finance, Operations Research, Operations Management, etc.
<b>Learning Outcomes: Knowledge</b>	On completion of this module the successful student will be able to: 1. understand and appreciate the key aspects of mathematical theory 2. demonstrate the role and significance of quantitative methods in decision making 3. critically evaluate the limitations of the different optimisation models and solution methods
<b>Learning Outcomes: Skills</b>	This module will call for the successful student to: 4. investigate and model deterministic phenomena from Business, Economics, Finance, etc. 5. develop and solve simple business-related optimisation models 6. analyse and interpret the output given by Excel applications
<b>Teaching and Learning Strategies:</b>	There will be weekly lectures (2 hrs/week) and tutorials (2 hrs/week). Exercises and business-related problems will be set on each lecture as the basis for discussion. The solutions will be supported by Excel applications wherever it is possible.
<b>Assessment Scheme:</b>	Students will have two closed book written tests during the semester on selected problems. These tests will address learning outcomes 1, 2, 5 and 6. At the end of the semester there will be a final exam. This will address the full range of learning outcomes.  The final grade will be based on the following weights: <div style="display: flex; justify-content: flex-end; align-items: center;"> <div style="text-align: right;">First test:</div> <div style="text-align: right;">15 %</div> </div> <div style="display: flex; justify-content: flex-end; align-items: center;"> <div style="text-align: right;">Second test:</div> <div style="text-align: right;">15 %</div> </div> <div style="display: flex; justify-content: flex-end; align-items: center;"> <div style="text-align: right;">Final exam:</div> <div style="text-align: right;">70 %</div> </div> <p><b><i>It is required to achieve at least 50% (pass) of the final exam in order to receive a pass in aggregate.</i></b>  <b><i>Maximum of 25% missing, otherwise the semester will not be approved.</i></b></p>
<b>Core Learning Materials:</b>	Sydsæter, Hammond, Strøm: Essential Mathematics for Economic Analysis, Pearson Education, 4th edition, 2012.  Handouts uploaded to Neptun, 2018.

<b>Code</b>	<b>B12GMA03E</b>	<b>Credit</b>	<b>7</b>
<b>Term:</b>	1 <sup>st</sup> semester	<b>Level:</b>	4
<b>Module Title:</b>	<b>INTRODUCTION TO SOCIAL SCIENCES</b>		

<b>Module Leader:</b>	<b>Dr Csaba PAUKER</b>	<b>Office Hours:</b>	upon request
<b>Telephone:</b>	-	<b>E-mail:</b>	<a href="mailto:pauker@ktk.pte.hu">pauker@ktk.pte.hu</a>
<b>Short Description:</b>	The aim of the module is to provide students with theoretical and empirical background in social sciences as it facilitates a deeper understanding of people in different organizations and societies. It introduces students to the history of social sciences by providing an overview of the most important issues. The module is designed to expose students to the most important social and psychological issues that arise in various business contexts. Students are invited to adapt and apply knowledge in managerial problem solving.		
<b>Sessions (weeks): The schedule is tentative and subject to change.</b>			
<b>1.</b>	Sociology as a social science. Sociological perspective. Factual, comparative, developmental and theoretical questions. Sociological imagination. Objectivity.		
<b>2.</b>	The “ideal-type” of “Homo Oeconomicus”, “Homo Sociologicus” and “Homo Psychologicus”. Integration at micro and macro level. Sociology and business studies.		
<b>3.</b>	Culture and human behaviour. Roles, values and norms. The importance of culture in business. Business values in the USA. A criticism of American business beliefs. A sociological critique. Japanese business values. British business values.		
<b>4.</b>	Socialization. Theories of child development. Personality development. The stages of cognitive development. Agencies of socialization. “Mortification of self”, “roleless role”. Character. Gender.		
<b>5.</b>	Verbal and non-verbal communication. Education, communication, mass media. Mass communication		
<b>6.</b>	Intelligence. Emotional intelligence. Interpersonal intelligence. Tests: IQ, EQ.		
<b>7.</b>	<b>Midterm exam</b> Family. Family values, family patterns.		
<b>8.</b>	Conformity and deviance. Why do we regard Emile Durkheim’s ‘Suicide’ as a revolutionary work in the development of social sciences. Anomie-theory.		
<b>9.</b>	Social stratification and classes. Class or stratum. Max Weber’s theory of Status (“Stand”). Pierre Bourdieu’s Capital Theory. Cultural and social capital. Symbolic capital. Social mobility.		
<b>10.</b>	Groups and organizations. Formalisation process. Max Weber’s ‘ideal type’ of bureaucracy. Some criticism of Weber’s ‘ideal type’ bureaucracy. Modern organizations.		
<b>11.</b>	Work and society. Taylorism and Fordism. The knowledge economy. Unemployment.		
<b>12.</b>	Urbanization. Migration.		
<b>13.</b>	Globalization. Origins and drives. Benefits and drawbacks.		
<b>Rationale Including Aims:</b>	To acquire insight into social topics relating to social structure and human behaviour. The aim of the module is to gain a conceptual understanding enabling students to critically evaluate theories and practice in social environment.		

<b>Learning Outcomes: Knowledge</b>	On completion of this module the successful student will be able to: provide a critical outline of the development of social thought from the 19th century to the present day. compare the main competing theories of current debate. critically analyse their applications in practice. understand and critically evaluate the social context in which business people operate: the different fields of activities and the rules relating thereto; with special emphasis on the latest developments in Central Europe. critically analyse and evaluate social issues in the globalised and Hungarian business environment.
<b>Learning Outcomes: Skills</b>	This module will call for the successful student to demonstrate: ability to conduct effective small-scale research (library use, literature research, referencing) positive contribution to team working effective verbal presentation of ideas effectiveness in argument and debate with peers
<b>Teaching and Learning Strategies:</b>	This module is delivered by using a 2 hours lecture and 2 hours seminar. Active participation of students is required.
<b>Assessment Scheme:</b>	The three assessment components are: <b>Seminar work (10%)</b> : addressing learning outcomes 1,2,3,4,5 <b>Midterm exam (40%)</b> addressing learning outcomes 1, 2, 4, 5 <b>Final exam (50%)</b> addressing learning outcomes 2, 3, 4, 5 All parts must be passed successfully in order for a student to pass the module.
<b>Core Learning Materials:</b>	Giddens, Anthony (2012) Sociology, 3 <sup>rd</sup> , 5 <sup>th</sup> or 6 <sup>th</sup> Edition, Polity Press
<b>Optional Learning Material:</b>	Articles from different scientific papers

<b>Code</b>	<b>B12GMK07E</b>		<b>Credit</b>	<b>7</b>
<b>Term:</b>	1 <sup>st</sup> semester	<b>Level:</b>	4	
<b>Module Title:</b>	MICROECONOMICS			
<b>Module Leader:</b>	<b>Katalin Erdős, PhD</b> Assistant professor	<b>Office Hours:</b>	Wednesday 11:00-12:15 B 403 office	
<b>Telephone:</b>	72 501 599/63134	<b>E-mail:</b>	<a href="mailto:erdosk@ktk.pte.hu">erdosk@ktk.pte.hu</a>	
<b>Short Description:</b>	This is an introductory course discussing the basic concepts and principles of microeconomics. The course gives the students the ability to handle the tools (e.g. curves, functions) and to make simple consumer and business decisions, analyse market structures.			
<b>Sessions (weeks):</b>				
<b>Schedule is tentative and subject to change!</b>				
<b>Week</b>	<b>Topic content</b>		<b>Readings</b> (like Acemoglu & Liabson & List 1 <sup>st</sup> edition)	

1.	<b>Introduction</b>	-
	<b>The Principles and Practice of Economics</b> The Scope of Economics. The Principles of Economics.	Chapter 1
2.	<b>Economic Methods and Economic Questions</b> The Scientific Method. Causation and Correlation. Economic Questions and Answers.	Chapter 2
	<b>Optimization: Doing the Best You Can</b> Two Kinds of Optimization: A Matter of Focus. Optimization in Levels. Optimization in Differences: Marginal Analysis.	Chapter 3
3.	<b>Demand, Supply, and Equilibrium</b> Markets. How Do Buyers Behave? How Do Sellers Behave? Supply and Demand in Equilibrium. What Would Happen if the Government Tried to Dictate the Price of Gasoline?	Chapter 4
4.	<b>Consumers and Incentives I.</b> The Buyer's Problem. Putting It All Together. From the Buyer's Problem to the Demand Curve.	Chapter 5
5.	<b>Consumers and Incentives II.</b> Consumer Surplus. Demand Elasticities.	Chapter 5
6.	<b>Sellers and Incentives I.</b> Sellers in a Perfectly Competitive Market. The Seller's Problem. From the Seller's Problem to the Supply Curve.	Chapter 6
7.	<b>Midterm exam</b>	
8.	<b>Autumn break</b>	
9.	<b>Sellers and Incentives II.</b> Producer Surplus. From the Short Run to the Long Run. From the Firm to the Market: Long-Run Competitive Equilibrium.	Chapter 6
10.	<b>Perfect Competition and the Invisible Hand</b> Perfect Competition and Efficiency. Extending the Reach of the Invisible Hand: From the Individual to the Firm. Extending the Reach of the Invisible Hand: Allocation of Resources Across Industries. Prices Guide the Invisible Hand. Equity and Efficiency.	Chapter 7
11.	<b>Trade</b> The Production Possibilities Curve. The Basis for Trade: Comparative Advantage. Trade Between States. Trade Between Countries.	Chapter 8
	<b>Externalities and Public Goods</b> Externalities. Private Solutions to Externalities. Government Solutions to Externalities. Public Goods. Common Pool Resource Goods.	Chapter 9
12.	<b>Monopoly</b> Introducing a New Market Structure. Sources of Market Power. The Monopolist's Problem. Choosing the Optimal Quantity and Price. The "Broken" Invisible Hand: The Cost of Monopoly.	Chapter 12
13.	<b>Game Theory and Strategic Play</b>	Chapter 13

	Simultaneous Move Games. Nash Equilibrium. Applications of Nash Equilibria. How Do People Actually Play Such Games? Extensive-Form Games <b>Oligopoly and Monopolistic Competition</b> Two More Market Structures. Oligopoly. Monopolistic Competition.	Chapter 14
14.	<b>Markets for Factors of Production</b> The Competitive Labor Market. The Supply of Labor: Your Labor-Leisure Trade-off. Wage Inequality. The Market for Other Factors of Production: Physical Capital and Land.	Chapter 11
<b>Rationale Including Aims:</b>	The aim of the module is to provide an introduction in the field of microeconomics. It targets the discussion of the basic concepts of microeconomics (e.g. household and producer decisions, market structures, welfare issues). Based on the acquired knowledge students will be able to attend macroeconomics and intermediate microeconomics courses.	
<b>Learning Outcomes: Knowledge</b>	On the completion of this module the successful student will be able to: differentiate between ordinal and cardinal thinking, compare positive and normative approaches, critically analyse optimization methods behind consumption and production decisions evaluate the respective strengths and weaknesses of theories in the field.	
<b>Learning Outcomes: Skills</b>	This module will call for the successful student to demonstrate: ability in optimizing economic processes, ability to interpret mathematical models in a microeconomic setting, organize data and information relevant in the field.	
<b>Teaching and Learning Strategies:</b>	The joint application of theoretical and practical teaching methods should enable students to understand the main economic forces. Lectures focus on the interpretation of the theoretical aspects. Seminars aim to help students to apply the theoretical concepts on calculus and everyday examples. Exercises will be available online for individual practicing. The chief questions: household decisions, consumer choice; firm's output and input decisions on different kinds of markets; production factor demand and supply decisions; micro-effects of taxation; externalities.	
<b>Assessment Scheme:</b>	<b>Midterm exam: 40%</b> (K1, K2, S2, S3) <b>Final examination 60%</b> (K1, K2, K3, K4, S1)	
<b>Required material:</b>	Daron Acemoglu – David Laibson – John A. List (2016): Economics. Part I–III. Pearson Education	
<b>Optional material:</b>	Presentation slides and Calculus examples on Neptun. Damian Ward – David Begg: Economics. Student Workbook. McGraw-Hill. 7 <sup>th</sup> or newer edition	
<b>Useful websites:</b>	<a href="https://www.pearsonhighered.com/acemoglu-econ/">https://www.pearsonhighered.com/acemoglu-econ/</a>	

Code	B12GMK02E	Credit	7
Term:	1 <sup>st</sup> semester	Level:	4
<b>Module Title:</b>	<b>INFORMATION SYSTEMS</b>		



<b>Module Leader:</b>	<b>Dr. Sándor Danka</b> Senior lecturer	<b>Office Hours:</b>	Mondays, Room B120, 2PM – 3:30PM
<b>Telephone:</b>	(due to the renovation)	<b>E-mail:</b>	<a href="mailto:danka.sandor@ktk.pte.hu">danka.sandor@ktk.pte.hu</a>
<b>Short Description:</b>	The course intends to present basic knowledge on modern information technology in general and an overview on business applications to establish the necessary level of understanding, the roles and potential of these technologies and methods in everyday business life. Lectures, practices and case studies will present the key steps required to gain a competitive advantage in the marketplace through the use of information techniques and IT related business methods. Necessary skills will be developed through labwork sessions to build ICT competencies for managerial work.		
<b>Sessions (weeks):</b>			
<b>Schedule is tentative and also is subject to change!</b>			
W. 1.	Exploring Our Digital Planet; History on the Informatics Introduction to the Microsoft Excel 2010, basic tasks.		
W. 2.	Hardware Case 01		
W. 3.	Software: Applications, Aspects of software purchases Case 05		
W. 4.	Software: Operating System, Applications of mobile technology and portable devices Case 08		
W. 5.	Computers at Work, School and Home, Gamification as the motivation or training tool of the IT and economic workforce Case 12		
W. 6.	Graphics, Digital Media and Multimedia, VR, extended reality, augmented humans Excel Test		
W. 7.	Internet of Things Access Demo		
W. 8.	National holiday		
W. 9.	Networking and digital communication + The evolving internet, Big data Case 16, Access Exercises		
W. 10.	Graphics, Digital Media, and Multimedia Case 17		
W. 11.	Information Security part 1. Protection/ security of information systems, attacks, abuses Case 19		
W. 12.	Information Security part 2. Utilizing User Data Case 21		
W. 13.	Information System in Business, The current market for enterprise management systems and enterprise resource planning (ERP) systems. Access Test		
W. 14.	E-commerce and E-Business, Cryptic money and corporate finance, financial services Retake of tests		



<b>Rationale Including Aims:</b>	The course intends to present basic knowledge on modern information technology in general and an overview on business applications to establish the necessary level of understanding, the roles and potential of these technologies and methods in everyday business life. The course covers the uses of data, information, technology, software, networking, manpower, organization, and will conclude by discussing information management, IT business planning, competitiveness and the problems of the Information Society.
<b>Learning Outcomes:</b>  <b>Knowledge</b>	On completion of this module the successful student will be able to: Understand the role and characteristics of IT tools and methods in business life. Know how to leverage up-to-date technology development (hardware and software) and trends. Apply relevant ICT terms like hardware, software, data, information, information system, information management, information society in managing business Critically evaluate IS and modern info-communication technologies in the context of the business organization Discuss the IS development process, different approaches, advantages and risks in business
<b>Learning Outcomes:</b>  <b>Skills</b>	By completing this course students will be able To discuss the role and types of stand-alone and networked IT devices To demonstrate how to use information technology to design competitive organizations To discuss dilemmas and controversies on IT and Information Management To select PC-based managerial support tools in their individual work.
<b>Teaching and Learning Strategies:</b>	Lectures (about 50% of classroom activities), practices and case studies (with individual preparatory work and homework assignments) will present the key steps required to gain a competitive advantage in the marketplace through the use of information techniques and IT related methods. Students are expected to engage in self-managed learning activities. Lab work meetings start with Q&A session to make all terms of the week clear.
<b>Assessment Scheme:</b>	Midterm Exam: 20 points Access Practice Test, (50% + 1 points to be achieved) Excel Practice Test: 20 points (50% + 1 points to be achieved) Group presentation: 10 points presentation Final Exam: 50 points (50% + 1 points to be achieved)
<b>Core Learning Materials:</b>	<b>Jane P. Laudon, Kenneth C:</b> Management Information Systems: Managing the Digital Firm, 13th Edition, Pearson, ISBN-13: 978-0133050691 <b>Beekman, G:</b> Digital Planet, Tomorrow's Technology and You, 10th edition, Pearson, ISBN13: 9780132737524; ISBN10: 0132737523 <b>Gardner, C.-Rathswohl, E.:</b> MIS Cases using application software Wiley, 2011; ISBN: 978-0-470-10122-3
<b>Optional Learning Material:</b>	<b>Excel 2010 Introduction: Part I,</b> <b>Excel 2010 Introduction: Part II,</b> <b>Excel 2010 Advanced</b> <b>Download free: <a href="http://www.bookboon.com">http://www.bookboon.com</a></b>

Code	B12GMK03E		Credit	7
Term:	2 <sup>nd</sup> semester	Level:	4	
Module Title:	Probability and Statistics			
Module Leader:	Dr. Dániel Kehl	Office Hours:	Tuesday 10:00-12:00 (Room B112)	
Telephone:	501-599/63144	E-mail:	kehld@ktk.pte.hu	
Short Description:	The module is a course on basic probability theory and an introduction to statistical analysis.			
Sessions (weeks):				
The schedule is tentative, and subject to change.				
Week 1	Introduction (Chapter 1)			
Week 2	Organizing and Visualizing Data (Chapter 2)			
Week 3	Numerical Descriptive Measures (Chapter 3)			
Week 4	Midterm Test 1			
Week 5	Basic Probability (Chapter 4)			
Week 6	Discrete Probability Distributions (Chapter 5)			
Week 7	The Normal Distribution and Other Continuous Distributions (Chapter 6)			
Week 8	Sampling and Sampling Distributions (Chapter 7)			
Week 9	Midterm Test 2			
Week 10	Spring break			
Week 11	Confidence Interval Estimation (Chapter 8)			
Week 12	Fundamentals of Hypothesis Testing: One-Sample Tests (Chapter 9)			
Week 13	Two-Sample Tests (Chapter 10)			
Week 14	Midterm Test 3			
Rationale Including Aims:	To develop a basic understanding in probability theory and basic statistical methods. The course aims to build a strong basis in methodology for both theoretical and practical issues in the given field.			
Learning Outcomes: Knowledge	On completion of this module the student will be able to understand the key aspects of probability and random variables in the decision making process, apply the theoretical concepts in a business environment, critically analyze and solve business related problems.			
Learning Outcomes: Skills	On completion of this module the student will demonstrate: ability in solving numerical business problems, ability to select the appropriate technique and method for the solution of such problems, evaluative judgement of solution of the business problem.			
Teaching and Learning Strategies:	Two classes per week in which theory is explained and applications are demonstrated. An exercise comprising several problems issued at each lecture will form the basis of the follow-up seminars. A home assignment is given each week for the students to practice the newly learnt material. Students are expected to extend their knowledge of computer programs (primarily Microsoft Excel) to solve some of these problems. It is inevitable that students practice on their own at home based on the exercises and their solutions in the core learning materials. A Forum is provided to have the ability of a panel discussion about the material online on Moodle.			

<b>Assessment Scheme:</b>	Midterm tests: 15% each (K1, S1, S2) Home assignments: 15% (K1, K2, S1, S2) Final test 40% (K1, K2, K3, S1, S2, S3) Lectures: 2.00 Seminars: 2.00 hours/week TOTAL: 4.00 HRS/WEEK
<b>Core Learning Materials:</b>	Basic Business Statistics – Concepts and Applications, 12E Mark L. Berenson, David M. Levine, Kathryn A. Szabat Pearson, 2015 ISBN: 9780321870025

Code	B12GMK08E		Credit	7
Module Title:	MACROECONOMICS			
Module Leader:	Richárd Farkas Assistant Lecturer	Office Hours:	Wednesday, 11.00-12:00	
Telephone:		E-mail:	farkasr@ktk.pte.hu	
Short Description:	The module aims to introduce the most important aspects of macroeconomics and to get the students understand how the economy works as a whole. The course introduces basic macroeconomic models, the fiscal and monetary decisions, the real and the money market and the principles of foreign trade and economic growth. The module also aims to provide the students with a critical overview of different schools of macroeconomics and draw the attention on the complexity of the subject.			
Sessions (weeks):				
Schedule is tentative and subject to change.				
Class	Topic content		Readings	
1.	Introduction: Program schedule, learning supports.		Ch. 19	
	Measuring a Nation's Income: National income accounting			
2.	Measuring the Cost of Living: Price level, inflation, interest rates		Ch. 19	
	Practice: Calculations with national accounts and prices			
3.	Production: Living standards, productivity and its determinants		Ch. 20.2, 20.3	
	Long-run Growth and Development: Growth, inequality, poverty		Ch. 21	
4.	Employment and unemployment: The labor market, unemployment		Ch. 23	
	Practice: Calculations employment and unemployment			
5.	Credit Markets: Saving decisions. credit demand, credit supply		Ch. 24	
	Practice: Calculations with saving and credit markets			
6.	The Monetary System: Money and central banking		Ch. 25	
	Practice: Calculations with inflation and money			
7.	MIDTERM EXAM			

8.	<b>Short-run fluctuations:</b> Macroeconomic equilibrium	Ch. 26
	Short-run fluctuations: Economic fluctuations	Ch. 26
9.	<b>Countercyclical Macroeconomic Policy:</b> Monetary policy	Ch. 27.1, 27.2
	<b>Countercyclical Macroeconomic Policy:</b> Fiscal policy	Ch. 27.3, 27.4
10.	<b>Macroeconomics and International Trade:</b> Trade, current account, financial account	Ch. 28
	<b>Practice:</b> Calculations with current and financial account	
11.	<b>Open Economy Macroeconomics:</b> Exchange rates, exchange markets, GDP	Ch. 29
	<b>Practice:</b> Calculations with Exchange Rates	
12.	<b>Case Study</b> Solving a case study	
	<b>Case Study</b> Solving a case study	
13.	<b>MIDTERM RETAKE EXAM</b>	
<b>Required material:</b>	Acemoglu – Laibson – List: Economics, 2 <sup>nd</sup> edition	
<b>Learning Outcomes: Knowledge</b>	On completion of this module the successful student will be able to: analyse fundamental economic data (GDP, inflation, unemployment) discover and interpret trends in basic macroeconomic variables analyse the basic mechanisms behind fiscal and monetary interventions describe the most important short and long run effects of economic shocks understand key concepts in international trade and open economy macroeconomics	
<b>Learning Outcomes: Skills</b>	This module will call for the successful student to: effectively use model-based thinking in relation to macroeconomic problems provide macroeconomic outlook for business decision support critically evaluate the potential effects of fiscal and monetary interventions	
<b>Teaching and Learning Strategies:</b>	The joint application of theoretical and practical teaching methods should enable students to understand the main economic forces. The lectures of macroeconomics are focused on the key concepts and on the basic models in a closed and in an open economy. Every week the students receive homework papers to practise the calculations and have readings about macroeconomic problems.	

<b>Assessment Scheme:</b>	<p><b>Case study</b> solving: analyzing a case study in groupwork with regard to the materials that have been gone over. It gives <b>15%</b> of the final grade.</p> <p><b>Midterm exam (7<sup>th</sup> week, March):</b> will be a 90 minutes test with definitions, curves, examples, calculations and theoretical questions. Subject: the material of the first 6 weeks. It gives <b>30%</b> of the final grade.</p> <p>The <b>final examination</b> will be a 120 minutes test with some detailed theoretical questions, complex calculations and examples. Subject: the material of the semester. It gives the remaining <b>55%</b> of the final grade.</p>
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Code	B12GMK14E		Credit	7
Term:	2 <sup>nd</sup> semester	Level:	4	
Module Title:	INTRODUCTION TO ACCOUNTING			
Module Leader:	Dr. TAKÁCS András, PhD. associate professor	Office Hours:	Wednesday 08:00-09:00	
Telephone:	+36-72/501-599, 23277	E-mail:	<a href="mailto:takacsandras@ktk.pte.hu">takacsandras@ktk.pte.h u</a>	
Short Description:	This module is aimed to provide some fundamental knowledge in the area of accounting. Beyond the discussion of the basic expressions and techniques we also focus on interpreting and analysing financial information, which students will definitely need in their future business activities or in their further studies.			
Sessions (weeks):				
Schedule is tentative and subject to change!				
1.	The purpose of accounting.			
2.	The content of annual reports.			
3.	Content of the balance sheet. Valuation of items in the balance sheet.			
4.	Content of the income statement.			
5.	Deferrals and accruals.			
6.	Midterm exam. The basics of book-keeping: the accounting cycle, T-accounts, journal.			
7.	Recording transactions affecting fixed assets.			
8.	Recording transactions affecting current assets.			
9.	Recording transactions affecting shareholders' equity. The closing process.			
10.	Recording transactions affecting liabilities.			
11.	Analysis of financial statements of an international company.			
12-13.	Summary of the semester, practicing exercises for the Final Exam.			
Rationale Including Aims:	The most important aim of the module is to teach the basics of accounting, focusing on how to produce financial information.			
Learning Outcomes: Knowledge	On completion of this module the successful student will be able to: evaluate the relationship between accounting and the business environment comprehend the role of accounting information interpret the information inherent in annual reports compare the main competing theories in accounting			

<b>Learning Outcomes: Skills</b>	This module will call for the successful student to demonstrate: ability in recording the most important transactions on T-accounts and in a journal ability in organizing information from financial events effectiveness in arguing the consequences of economic events on the accounting of companies
<b>Teaching and Learning Strategies:</b>	Beyond weekly lectures, we put special emphasis on practical exercises and case studies that help students deepen their knowledge in the given topic.
<b>Assessment Scheme:</b>	Midterm exam 40% (45 minutes) (K1, K2, K3, S1, S2) (week 7) Final exam 60% (75 minutes) (K1, K2, K3, S2, S3) (in the examination period)  <b>Students must pass both assessment elements. Upon failure, each element can be retaken <u>once</u>.</b>
<b>Core Learning Materials:</b>	TAKÁCS, A.: "Introduction to Accounting" e-book, University of Pécs, Faculty of Business and Economics, 2019 [downloadable in pdf format from the Neptun system]

Code	B12GMA04E		Credit	3
Term:	2 <sup>nd</sup> semester	Level:	4	
Module Title:	EU AND BUSINESS LAW			
Module Leader:	Dr. Zsófia Ásványi, PhD Associate professor Dr. Henry Webb American guest professor	Office Hours:	Tuesdays 11.00-12.00	
Telephone:		E-mail:	asvanyizs@ktk.pte.hu	
Short Description:	The module is designed to provide an outline of the major issues and the most important aspects of the nature of legal norms and their application in the field of Contract law, Tort law, EU law.			
Sessions (weeks)				
The schedule is tentative and subject to change.				
	ONLINE Lectures by Dr. Henry Webb at 3:30pm to 6:15pm CET on Wednesdays in B323			
1	Contract Law: Introduction to the Common Law Legal System and the Hierarchy of Courts Course material: Textbook Chapters 1, 2, 3			
2	Contract law: Contracts – Nature, Classification, and Formation Course material: Textbook Chapters 4, 5			
3	Contract law: Reality of the Contract, Statute of Frauds Course material: Textbook Chapters 6, 7			
4	Contract Law: Parol Evidence Rule, Privity, Discharge and Damages Course material: Textbook Chapters 7, 8			
	FACE-TO-FACE Lectures in B017 by Dr. Henry Webb at 2:00pm to 4:45pm CET on Tuesdays AND at 3:30pm to 6:15pm CET on Wednesdays			
5	Tort Law: Introduction and Negligence Course material: Textbook Chapter 19			

	Tort Law: Introduction and Negligence Course material: Textbook Chapter 19
6	Tort Law: Intentional Torts and Product Liability Course material: Textbook Chapter 19
	Tort Law: Intentional Torts and Product Liability Course material: Textbook Chapter 19
	<b>FACE-TO-FACE Lectures in B017 by Dr. Zsófia Ásványi at 2:00pm to 4:45pm CET on Tuesdays</b>
7	EU Law: History & development of the EU I. Course material: Horváth Z. Handbook Chapter 1.
8	MIDTERM EXAM
9	EU Law: History & development of the EU II. Institutional framework of the EU I. Course material: Horváth Z. Handbook Chapter 1-2.
10	SPRING HOLIDAY
11	Guest Lecturing Marino Chiarentin The European Company Labor Contract: how to read the clauses
12	Guest Lecturing Rahul Malhotra Management of people – Science behind critical HR Management practices EU Law: Institutional framework of the EU II. Course material: Horváth Z. Handbook Part I. Chapter 2.
13	EU Law: European Union Law Course material: Horváth Z. Handbook Part I. Chapter 5.
	EU Law: European Labour Law: Restructuring of enterprises Course material: Blanpain R. pp 680-747.
<b>Rationale Including Aims:</b>	<p>One basic goal of the course is to make students understand the principles of law, more closely to demonstrate a thorough working knowledge of tort law and contract law: to understand tort law and contract law, i.e. the importance of the issues in a case, and to apply the law to the facts of a hypothetical case.</p> <p>The second aim of this course is to introduce students the brief history of the European Union, its origins and history, including the evolution of its institutions. Beyond that the course aims to highlight the legal system and the legislation procedures of the EU.</p> <p>Within EU law it also aims to introduce students the basic principles of EU Labour Law.</p>



<b>Learning Outcomes: Knowledge</b>	<p>When the student has finished studying this module, the student shall:</p> <ul style="list-style-type: none"> <li>understand the common law legal system and the importance of legal precedent therein;</li> <li>understand the hierarchy of courts in a typical common law legal system and the concept of decisions from higher courts being binding upon future lower courts;</li> <li>understand common law contract principles;</li> <li>understand common law tort principles;</li> <li>be familiar with the history and development of the European Union, the institutions of the European Union, the sources of EU law and the policy-making process;</li> <li>be familiar with and able to apply central elements of substantive EU law;</li> <li>critically evaluate the failures and controversies surrounding the development of law in certain areas;</li> <li>apply the relevant legal rules to a situation.</li> </ul>
<b>Learning Outcomes: Skills</b>	<p>When the student have finished studying this module, s/he should be able</p> <ul style="list-style-type: none"> <li>to identify key issues of EU law, tort law and contract law,</li> <li>to demonstrate his/her knowledge of the common law legal system and the importance of legal precedent therein,</li> <li>to demonstrate his/her knowledge of the hierarchy of courts in a typical common law legal system and the concept of decisions from higher courts being binding on future lower courts,</li> <li>demonstrate his/her knowledge of what the law is trying to do in response to particular issues,</li> <li>to analyse the various cases, and provide a critically evaluation thereof;</li> <li>to sustain arguments;</li> <li>to understand case law and solve problems, and apply the case law to a given issue.</li> <li>to describe and comment upon various aspects of European Labour Law.</li> </ul>
<b>Teaching and Learning Strategies:</b>	<p>This module utilises a lecturer-centred approach combined with individual preparation of case studies. The module employs tables, charts and flowcharts for easy understanding, and excerpts from landmark cases to demonstrate legal analysis, legal reasoning and legal terminology.</p> <p>The course is highly participative, requiring students to identify relevant legal issues, and to come up with possible solutions to a given situation. An intranet site contains additional material to help students prepare for the case studies, as well as the final comprehensive exam.</p>
<b>Assessment Scheme:</b>	<p>The grade will be based on the following weights:</p> <p><b>Contract Law &amp; Tort Law exam: 50%</b> (covering all issues discussed in class)</p> <p><b>EU Law part: 50% (30% exam + 20% group presentation in class)</b> (covering all issues discussed in class)</p>

<b>Core Learning Materials:</b>	<p><b>Contract Law and Tort Law parts:</b> Robert W. Emerson, <i>Business Law</i> (6<sup>th</sup> ed. 2015), ISBN 978-1-4380-0511-9 ("Textbook") (Recommended, but not required.)</p> <p><b>EU Law parts:</b> Zoltán Horváth: <i>Handbook of the European Union</i> (4<sup>th</sup> ed. in English) HVG –Orac, Budapest, 2011. Robert Blanpain: <i>European Labour Law</i> (12<sup>th</sup> edition) Wolters Kluwer 2010.</p> <p>To all parts: slides, cases, and other materials posted to the course website by the lecturer or handed out in class</p>
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<b>Code</b>	<b>B12GMK09E</b>		<b>Credit</b>	<b>7</b>
<b>Term:</b>	<b>3<sup>rd</sup> semester</b>	<b>Level:</b>		<b>5</b>
<b>Module Title:</b>	<b>BANKING AND FINANCE</b>			
<b>Module leader:</b>	<b>Dr. Éva PINTÉR</b> Assistant professor	<b>Office Hours:</b>	Wednesday: 13:00-14:30	
<b>Telephone:</b>	72/501-599/3126	<b>E-mail:</b>	<a href="mailto:pintereva@ktk.pte.hu">pintereva@ktk.pte.hu</a>	
<b>Short Description:</b>	The course is concerned with financial markets, institutions and regulatory environment that govern the financial sector. Heavy emphasis is put on the international perspective of financial markets that determine the performance and opportunities of companies in the globalized economy.			
<b>Sessions (weeks):</b>				
<b>The schedule is tentative, and subject to change.</b>				
<b>1.</b>	An Overview of the Financial System			
<b>2.</b>	What Is Money			
<b>3.</b>	Defining Interest Rates			
<b>4.</b>	The Behavior of Interest Rates			
<b>5.</b>	The Risk and Term Structure of Interest Rates			
<b>6.</b>	Corporate Performance Valuation and Financing, Business Planning			
<b>7.</b>	Economic Analysis of Financial Structure, Midterm exam			
<b>8.</b>	Economic Anaylsis of Financial Regulation			
<b>9.</b>	Commercial Banking			
<b>10.</b>	Central Banking			
<b>11.</b>	Green banking			
<b>12.</b>	SME Financing			
<b>13.</b>	Banking Crises			
<b>Rational Including Aims:</b>	The main aim of the module is to create interconnection between corporate finance decisions and financial market mechanisms. As students already understood basic financial concepts the analysis of risk, market turbulences, and changes in regulatory decisions will be discussed.			
<b>Learning Outcomes: Knowledge</b>	On completion of this module, the successful student will be able to: 1. comprehend the foundations of the monetary system, 2. compare the impact of the different financial systems, 3. critically analyse the practical significance of financial theories, 4. explain the diversity of international thinking and perspectives.			

<b>Learning Outcomes: Skills</b>	This module will call for the successful student to demonstrate 5. positive contribution to group (team) working 6. effective verbal presentation of ideas 7. effectiveness in argument and debate with peers 8. ability to cope with uncertainty (decision making)
<b>Teaching and Learning Strategies:</b>	Banking and finance as a discipline with equal theoretical and practical connotations requires a combination of lectures on the concepts and principles, discussion of their applications and analyses of some significant practical issues. In order to become familiar with the current tendencies students are required to pursue individual research and present the results on a regular basis. To show the practical applicability of theoretical conclusions some case studies will also be discussed. Students' reflections on the day's material and their contributions to the discussion are considered important elements of the learning process. Therefore, students are strongly advised to come prepared.
<b>Assessment scheme:</b>	The grade will be based on the following criteria:  Midterm: 20% (K1, K2, K3, S4) Final exam: 50% (K1, K2, K3, K4, S4) Research Projects / Presentations 10% (K3, K4, S1, S2, S3) Case studies: 10% (K2, K3, K4, S4) Short (pop) tests: 10% The instructor at his choosing may add up to 10 % points as deemed necessary for issues such as, but not limited to, pop tests, and extra credit projects. Assessments handed after the duration of the deadline can count max. 50% of the originals.
<b>Core Learning Material:</b>	Mishkin, F.C.: The Economics of Money, Banking and Financial Markets, Addison-Wesley 2006.
<b>Optional Learning Material:</b>	Lawrence J. Gitman: Principles of Managerial Finance, Addison - Wesley 10th Edition Any other available textbooks are also accepted! See instructor!

Code	B12GMK04E		Credit	7
Term:	3 <sup>rd</sup> semester	Level:	5	
Module Title:	BUSINESS STATISTICS			
Module Leader:	Mónika Galambosné Tiszberger, PhD. Assistant Professor	Office Hours:	Wednesday 12.30-14.00 (room B112)	
Telephone:	72 501 599/23146	E-mail:	<a href="mailto:tiszbergerm@ktk.pte.hu">tiszbergerm@ktk.pte.hu</a>	
Short Description:	The aim of this course is to provide you with an understanding of both the theory and practice of Business Statistics. Using the MS Excel as a statistical tool, the student will be able to use the special features of a commonly used program; he will get an overview over the background of the calculations.			
Sessions (weeks):				
Schedule is tentative and subject to change!				
LECTURES		TUTORIALS		

1	Introduction and short recall of descriptive statistics	Recall of the use of basic statistical tools in MS Excel
2	Recall of inferential statistics	Hypothesis tests, estimations
3	Analysis of Variance	Qualitative-quantitative relationships, differences among more than two means
4	Chi-Square Tests	Quantitative-quantitative relationships, test of independency
5	Nonparametric Tests	Wilcoxon rank sum test, Kruskal-Wallis rank test
6	Correlation	Computing Correlation
7	<b>Q&amp;A</b>	<b>INTERIM TEST I</b>
8	Simple Linear Regression	Simple linear Regression Models
9	Multiple Regression	Model development, coefficient of determination, inferences
10	Multiple Regression, Logistic Regression	Interval estimation, residual analysis, dummy variables, interaction
11	Introduction to Time Series; models and forecasting	Linear and exponential trend analysis
12	Seasonal changes; Model Evaluation	Analysis of seasonal changes; Goodness of Fit Measures
13	<b>Q&amp;A</b>	<b>INTERIM TEST II</b>

<b>Rationale Including Aims:</b>	The main focus of the module is to introduce students to the complex tools of statistics to enable them to research business and management problems in their further studies. Material will be covered with the appreciation of studied techniques and methods in other quantitative modules.
<b>Learning Outcomes: Knowledge</b>	On the completion of this course successful students will be able to: Match statistical methods and procedures with business problems to solve them with the help of MS Excel Explain and critically evaluate outcomes of analyses Present the results to a general audience in a proper way considering ethical issues as well Create and administer statistical datasets
<b>Learning Outcomes: Skills</b>	This module will call for the successful student to: Improve their substantial quantitative skills Form and deepen research skills Experience and adapt to team work

<b>Teaching and Learning Strategies:</b>	The joint application of theoretical and practical teaching methods should enable students to understand mechanisms of business decision making applying statistical methods. To achieve this objective “flipped classroom” techniques are applied. Before the lecture the students have to prepare from the coming topic and fill in the “pre”quiz. During the lecture time students work in random groups of 3-4 and work out the guiding questions of the topic. At the end of the class they also have to solve a group work exercise. At the tutorials the teacher and the students solve the exercises together with MS Excel. Continuous learning is necessary to keep up with the course.
<b>Assessment Scheme:</b>	The grade will be based on the following weights: reading/readiness assessment (quizzes): 10% interim test I: 15% (knowledge 1, 2, 4; skill 1, 2) interim test II: 15% (knowledge 2, 4; skill 1, 2) group work: 10% final exam during the exam period 50% (knowledge 1, 2, 3; skill 1, 2) Any missing quiz, group work or interim test is irretrievable. The best three overall (pre)quiz performance gains extra 2 points. Own handwritten cheat sheet can be prepared to both interim tests (half A4 page). Both cheat sheet can be used during the final exam. Student is required to achieve more than 50% of the final exam and more than 50% of the overall points to pass the course. Class presence is required according to the general rules.
<b>Core and optional learning material:</b>	Berenson, M.L. – Levine D.M. – Szabat K.A. (201): Basic Business Statistics: Concepts and Applications, Thirteenth Edition, Pearson (Earlier editions might be used, but the referred chapter/exercise numbers and pages are based on this thirteenth edition.)

<b>Code</b>	<b>B12GMK13E</b>		<b>Credit</b>	<b>7</b>
<b>Term:</b>	4 <sup>th</sup> semester	<b>Level:</b>	5	
<b>Module Title:</b>	FOUNDATION MARKETING			
<b>Module Leader:</b>	<b>Dr. Krisztián Szűcs, PhD</b> Assistant professor <b>Dr. Petra Putzer, PhD</b> Assistant professor	<b>Office Hours:</b>	Wed 11:00-12:00 Wed 11:00-12:30	
<b>Telephone:</b>	72 / 501-599 / 23115 72 / 501-599 / 23129	<b>E-mail:</b>	<a href="mailto:szucsk@ktk.pte.hu">szucsk@ktk.pte.hu</a> <a href="mailto:putzerp@ktk.pte.hu">putzerp@ktk.pte.hu</a>	
<b>Short Description:</b>	Foundation Marketing is an introductory course to modern marketing theory and its practical application. It provides an overview of the principles and core concepts of modern marketing, basics to consumer behavior, marketing information, marketing management process and marketing tools. The course is a blend of lectures, seminars and off-class work. Theoretical issues are brought to practice by examples, case studies, in-class exercises and student-run field research.			
<b>Sessions (weeks):</b>				
<b>Schedule is tentative and subject to change!</b>				
<b>Week</b>	<b>Learning Objectives</b>			
	What is marketing – Creating and capturing customer value Orientation			

	Project 1. – Marketing orientations Company and marketing strategy: Partnering to build customer relationships
	Consumer and business buyer behavior Project 2. – STP and customer segments
	Customer-driven marketing strategy: how to create value Project 2. presentation
	Before Midterm - Q&A Practice for Midterm
	Developing the Marketing Mix 1: Products, services and brands Midterm exam
	The marketing environment; Marketing research: Managing marketing information to gain customer insights Project 3. – Marketing research
	Developing the Marketing Mix 2: Pricing Project 3. presentation
	New product development Project 4. – Developing a new product
	Spring break
	International week (Guest lecturer: Joop Vinke HAN University)
	Developing the Marketing Mix 3: Marketing channels, Retailing and wholesaling New product development and product life cycle Project 5 Part 1 - Storyboard Developing the Marketing Mix 4: Promotion 1 (Advertising, PR PS, SP)
	Developing the Marketing Mix 4: Promotion 1 (Advertising, PR PS, SP) Project 5 Part 2 – Videos
	Developing the Marketing Mix 4: Promotion 2 Q&A and The Big Quiz
<b>Rationale Including Aims:</b>	<p>To develop an integrated view and a complex understanding of modern marketing: a mixture of principles, practices and tools in an increasingly unpredictable environment</p> <p>To understand the marketing concepts and the basic steps of marketing management</p> <p>To consider the importance of predicting and analyzing consumer's responses to marketing activities</p> <p>To become familiar with the basic marketing research techniques and the fundamental marketing tools (marketing mix)</p> <p>To consider moral and social aspects of marketing activities</p> <p>To take part in group discussions and field research (projects)</p> <p>To promote students' interest in marketing as a career.</p>
<b>Learning Outcomes: Knowledge</b>	<p>Students upon completing the module</p> <p>will possess basic knowledge in marketing theory, marketing management activities, methods and tools used in the marketing process</p> <p>will be able to define basic marketing issues and problems</p>



<b>Learning Outcomes: Skills</b>	Students upon completing the module will gain the ability to apply fundamental theoretical frameworks in daily business-life will be able to recognize and solve basic marketing problems through creative thinking will demonstrate skills in field research and will be able to write reports and develop presentation will be able to develop team building skills and to work in group
<b>Teaching and Learning Strategies:</b>	The course will be taught through the combination of lectures, seminars and student-run field research. Seminars include discussions of the actual themes, completion of class exercises and homework, mini case studies, online and offline resource analysis etc. Students will have to prepare individually and/or in groups for the following class by reading the assigned chapter of the textbook and/or completing other assignments. Students' reflections on the actual material and their contributions to the discussion are considered to be important elements of the learning process. Therefore students are required to attend prepared and ready for critical thinking.
<b>Project work:</b>	Five projects in connection with the actual lectures completed in a group of max. 4 according to the following: by creating a poster about the given marketing orientation by creating questionnaires and analyzing the result of primary research and presenting the research report by segmenting and creating personas of a chosen product category by developing/planning a new product by creating a short video (advertisement) for the new product Other aspects: customer expectation and satisfaction, competition, performance results etc.
<b>Assessment scheme:</b>	Student performance will be assessed on the following criteria: Five projects and presentations (including handed material): 20% (K1, K2, S1, S2, S3 S4) Short tests, class work: 10% (K1, K2, S1, S2) Midterm exam: 20% (K1, K2, S1, S2) Final exam: 50% (K1, K2, S1, S2) Group work will be evaluated groups present their project and hand in their every project in ppt form. Presentation materials handed in after the deadline cannot be accepted.
<b>Core learning material:</b>	Armstrong, G. – Kotler, P. (2012): Marketing: An introduction, Pearson Education-Prentice-Hall. 534 pp Chapter 1-14 ISBN: 978-0-273-76718-3 Supporting online resources: Companion Website for students (visit <a href="http://www.pearsoned.co.uk/armstrong">http://www.pearsoned.co.uk/armstrong</a> ) Ppt presentations of the lectures, handouts (visit the course Neptun MeetStreet site)
<b>Optional learning material:</b>	Józsa – Piskóti – Reketye - Veres: Decision-oriented Marketing. KJK – KERSZÖV Legal and Business Publishers Ltd. Budapest 2005. Kotler, Philip – Armstrong, Gary (2006): Principles of Marketing 11 <sup>th</sup> International Edition. Prentice Hall Kotler, Ph. – Armstrong, G. (1999): Principles of Marketing. Prentice Hall Europe, Second European Edition. Armstrong, Gary - Kotler, Philip – Harker, Michael – Brennan, Ross (2009): Marketing: An Introduction. Pearson Education-Prentice-Hall.



<b>Code</b>	<b>B12GMK10E</b>		<b>Credit</b>	<b>7</b>
<b>Term:</b>	<b>4<sup>th</sup> semester</b>	<b>Level:</b>	<b>5</b>	
<b>Module Title:</b>	<b>INTERNATIONAL ECONOMICS</b>			
<b>Module Leader:</b>	<b>Dr. Tamás Sebestyén, PhD.</b> Associate professor	<b>Office Hours:</b>	Mondays, 12.00-14.00	
<b>Telephone:</b>	72 501 599/63150	<b>E-mail:</b>	sebestyent@ktk.pte.hu	
<b>Short Description:</b>	The module aims to introduce the most important areas of international economics in a comprehensive perspective. The course provides an introduction to the theory of trade and trade policy as well as the policy practices. It is also an important aim to analyse the macroeconomic theories when international economic relationships are considered as an inherent part of these models. The second half of the module is devoted to issues of international finance.			
<b>Sessions (weeks):</b>				
<b>Schedule is tentative and subject to change!</b>				
<b>Date</b>	<b>Topic content</b>		<b>Readings</b>	
<b>Week 1</b>	<b>Orientation and introduction. The topics of international economics</b>		Chapter 1.	
<b>Week 1</b>	<b>World trade and the gravity model.</b>		Chapter 2.	
<b>Week 2</b>	<b>Labour productivity and comparative advantage</b>		Chapter 3.	
<b>Week 2</b>	<b>Specific factors and income distribution</b>		Chapter 4.	
<b>Week 3</b>	<b>Resources and trade</b>		Chapter 5.	
<b>Week 3</b>	<b>The standard trade model</b>		Chapter 6.	
<b>Week 4</b>	<b>External Economies of scale</b>		Chapter 7.	
<b>Week 4</b>	<b>Firms in the global economy</b>		Chapter 8.	
<b>Week 5</b>	<b>Instruments of trade policy</b>		Chapter 9.	
<b>Week 5</b>	<b>The political economy of trade policy</b>		Chapter 10.	
<b>Week 6</b>	<b>Trade policy in developing countries</b>		Chapter 11.	
<b>Week 6</b>	<b>Controversies in trade policy</b>		Chapter 12.	
<b>Week 7</b>	<b>Term paper 1</b>		-	
<b>Week 7</b>	<b>National income accounting and the balance of payments</b>		Chapter 13.	

<b>Week 8</b>	<b>Exchange rates and the foreign exchange market</b>	Chapter 14
<b>Week 8</b>	<b>Money, interest rates and the exchange rates</b>	Chapter 15.
<b>Week 9</b>	<b>Price levels and the exchange rate in the long run</b>	Chapter 16.
<b>Week 9</b>	<b>Output and exchange rates in the short run</b>	Chapter 17.
<b>Week 10</b>	<b>Fixed exchange rates and foreign exchange intervention</b>	Chapter 18.
<b>Week 10</b>	<b>International monetary systems</b>	Chapter 19.
<b>Week 11</b>	<b>Optimum currency areas</b>	Chapter 20.
<b>Week 11</b>	<b>Financial Globalization</b>	Chapter 21.
<b>Week 12</b>	<b>Developing countries</b>	Chapter 22.
<b>Week 12</b>	<b>Term paper 2</b>	-
<b>Learning Outcomes: Knowledge</b>	On completion of this module the successful student will be able to: develop critical understanding of the competing concepts of international trade and income distribution critically evaluate the possible aims and tools of trade policy explain possible effects of trade policies on income distribution and economic welfare contrast the role of the foreign exchange market and the main factors in relation to exchange rate movements	
<b>Learning Outcomes: Skills</b>	This module will call for the successful student to demonstrate: the ability to apply model-based thinking the ability to positively contribute to group (team) work the ability to effectively formulate their ideas verbally the ability to conduct effective small-scale research (library use, information elicitation and handling, etc.)	
<b>Teaching and Learning Strategies:</b>	The joint application of theoretical and practical teaching methods should enable students to understand the main economic forces behind international trade and the macroeconomic relationships in an open economy. Students are required to read the relevant parts of the textbook for sessions then each session starts with a short test. Then, a case study lights the practical relevance of the topic and the discussion focuses on the most important aspects. Students are encouraged to raise their questions which drive the sessions to those parts of the topic which is less clear for them. Group work at the end of the sessions drive students to apply their knowledge to real or imaginary situations of international trade policies.	

<b>Assessment Scheme:</b>	<p><b>Class work and home assignment: 20%</b> (S5, S6, S7, S8).  <b>Short quizzes: 20%</b> (K1, K2, K3, K4, S5)  <b>Term paper 1: 30%</b> (K1, K2, K3, S1)  <b>Term paper 2: 30%</b> (K1, K2, K3, K4, S5, S7)</p> <p><i>Resit opportunities:</i>  All assessment elements must be accomplished at least at 51% to pass the course.  Short quizzes, group discussions and home assignments can not be resit. Upon special and <i>proven</i> circumstances (illness, etc.) individual derogations may be applied (delayed deadline, extra work, etc.). Students must apply for these derogations until deadline of the given task at latest.  There are one resit opportunity for each term papers during the exam period.</p>
<b>Required material:</b>	Krugman, P.R., Obstfeld, M., Melitz, M.J.: International Economics. Theory & Practice ( <u>ninth</u> edition or later).
<b>Optional material:</b>	Some reading material reflecting on actual problems in the field
<b>Useful websites:</b>	<a href="https://catalogue.pearsoned.co.uk/educator/product/International-Economics-Theory-and-Policy-Global-Edition/9781292214870.page#dw_resources">https://catalogue.pearsoned.co.uk/educator/product/International-Economics-Theory-and-Policy-Global-Edition/9781292214870.page#dw_resources</a>

<b>Code</b>	<b>B12GMK12E</b>		<b>Credit</b>	<b>7</b>
<b>Term:</b>	<b>5<sup>th</sup> semester</b>	<b>Level:</b>	<b>6</b>	
<b>Module Title:</b>	<b>CORPORATE FINANCE</b>			
<b>Module Leader:</b>	<b>Dr. Mónika Kuti, PhD</b> Assistant Professor	<b>Office Hours:</b>	To be announced	
<b>Telephone:</b>	501-599/ ext. 23126	<b>E-mail:</b>	<a href="mailto:kutim@ktk.pte.hu">kutim@ktk.pte.hu</a>	
<b>Short Description:</b>	Students will be introduced to the basic corporate finance principles. Ratio analysis of financial statements; and valuation techniques of securities, projects and corporations are the building blocks of mainstream corporate finance literature and practice.			
<b>Sessions (weeks):</b>				
<b>Schedule is tentative and subject to change!</b>				
<b>1.</b>	<b>Introduction to Finance.</b> Finance in corporate systems, “set of contract model” of the firm, “investment vehicle” model of the firm, accounting model of the firm, separation of ownership and management, agency problem, value creation and measures of value			
<b>2.</b>	<b>Time Value of Money.</b> Present value and future value of a simple sum, a mixed stream of cash flows, ordinary annuity, annuity due, and perpetuity, loan amortization table			
<b>3.</b>	<b>Risk and Return.</b> Risk vs. return in a historical perspective, expected rate of return, required rate of return, portfolio risk, systematic and unsystematic risk, beta, CAPM			
<b>4.</b>	<b>Bond and Stock Valuation.</b> Valuation models, bond risks, determinants of market interest, zero, constant and variable growth models ( <b>Project 1</b> )			
<b>5.</b>	<b>Cost of Capital (WACC).</b> Cost of debt, cost of preferred equity, cost of common equity, basic EVA			

6.	<b>Capital Budgeting.</b> Net present value, payback period, discounted payback period, profitability index, IRR, MIRR. Decision trees, sensitivity analysis, break-even analysis ( <b>Project 2</b> )
7.	<b>Financial Statement Analysis and Growth.</b> Annual reports, interrelationship between balance sheet, income statement and cash flow statement; ratio analysis (liquidity, profitability, asset management, debt, market ratios, DuPont ratio pyramid), limitations of ratio analysis. Growth and EFN
8.	<b>Working Capital Management.</b> Cash management, marketable securities, accounts receivable, inventory management, short-term finance, cash conversion cycle ( <b>Project 3</b> )
9.	<b>Long-Term Finance and Financial Markets.</b> Long-term loans, bonds, debt covenants, preferred and common equity finance, capital markets. Efficient market hypothesis.
10.	<b>Capital Structure and Leverage.</b> DOL, DFL, DCL, EBIT-EPS analysis, MM proposition I-II, capital structure theories: agency theory, trade-off theory, pecking order theory, organizational theory. ( <b>Project 4</b> )
11.	<b>Dividend Policy.</b> Dividend irrelevance theory, bird-in-the-hand theory, tax preference theory, signaling hypothesis, clientele effect, factors influencing dividend policy, stock splits, stock dividends, stock repurchases ( <b>Project 5</b> )
12.	<b>Crowdfunding (Project 5)</b>
<b>Rationale Including Aims:</b>	<p>The module aims are to:</p> <p>Provide students with deepened knowledge and skills to equip them for a career in finance.</p> <p>Develop the student's competence in applying a range of financial analytical skills and valuation techniques.</p> <p>Help students understand the complexity of financial statements.</p> <p>Enhance the development of the students' existing skills base, allowing for a cumulative learning experience.</p>
<b>Learning Outcomes: Knowledge</b>	By the end of this module successful students will be able to provide a critical outline of the development of financial theories, compare/contrast the main competing theories of current debate evaluate the respective strengths and weaknesses of such theories critically analyse their applications in practice
<b>Learning Outcomes: Skills</b>	<p>The course helps students understand how to</p> <p>ability to conduct effective small-scale research (library use, information elicitation and handling, etc.)</p> <p>ability to interpret basic datasets,</p> <p>ability to cope with uncertainty (decision making)</p> <p>ability to create a crowdfunding campaign</p>
<b>Teaching, Learning Strategies:</b>	<p>There are key elements in this module, which use a range of differing strategies to achieve the objectives:</p> <p>Teaching session enables students to understand theoretical and analytical material.</p> <p>Projects provide opportunities for students to practice skills and apply knowledge developed during the session. Literature research deepens theoretical background and critical thinking.</p> <p>Learning based crowdfunding as an innovative teaching method will be applied at the course to make students more adaptive to the digital era of finance.</p>

<b>Assessment Scheme:</b>	<p><b>Assessment components</b> are as follows:</p> <p><b>Project 1</b> (5 points) is the task to apply CAPM to stock valuation and critically evaluate findings. (K1, K2, K4, S2).</p> <p><b>Project 2</b> (5 points) is to calculate WACC and basic EVA, and to apply basic capital budgeting decisions to a corporate project. (K1, K2, K4, S2, S3).</p> <p><b>Project 3</b> (10 points) is financial statement analysis, including ratio analysis, interpretation of cash flow statement, working capital management and growth. (K1, K2,).</p> <p><b>Project 4</b> (10 points) is to interpret the capital structure choice of the company and to test the relevance of capital structure theories. (K1, K2, K4, S2, S3).</p> <p><b>Project 5</b> (20 points) is to prepare a crowdfunding campaign on pecs.hubbub.net (S4). Campaign launch is optional.</p> <p><b>Final exam</b> (50 points) (K1 – K4, S2, S3).</p> <p>Minimum 50% is required on each component.</p>
<b>Core Learning Materials:</b>	<p>Kuti Mónika (2016): Financial Analysis. PTE University Press.</p> <p>Damodaran, A. (2010), Applied Corporate Finance. Wiley. 3<sup>rd</sup> edition.</p>
<b>Optional Learning Material:</b>	<p>Damodaran online: <a href="http://pages.stern.nyu.edu/~adamodar/">http://pages.stern.nyu.edu/~adamodar/</a></p> <p>Clauss, F. J. (2010): Corporate financial analysis with Microsoft Excel. McGraw-Hill</p> <p><a href="http://finance.yahoo.com">finance.yahoo.com</a>, <a href="http://www.nyse.com">www.nyse.com</a>, <a href="http://www.thestreet.com">www.thestreet.com</a>, <a href="http://money.cnn.com">money.cnn.com</a></p>

<b>Code</b>	<b>B12GMC05E</b>		<b>Credit</b>	<b>7</b>
<b>Term:</b>	<b>5<sup>th</sup> semester</b>	<b>Level:</b>	<b>6</b>	
<b>Module Title:</b>	<b>BUSINESS ECONOMICS</b>			
<b>Module Leader:</b>	<b>Dr. Kármén Kovács, PhD</b> Associate Professor	<b>Office Hours:</b>	Tuesday: 3.30–5.00 p.m. (Room B120)	
<b>Telephone:</b>	Ext. 23186	<b>E-mail:</b>	<a href="mailto:Karmen@ktk.pte.hu">Karmen@ktk.pte.hu</a>	
<b>Short Description:</b>	The module is designed to analyse the impact of business objectives and of the firm's internal organizational structure on business decision making, and to consider the competitive environment within which business decisions are made and the manner in which government interventions both direct and indirect affect the environment and the making of business decision.			
<b>Sessions (weeks):</b>				
<b>Schedule is tentative and subject to change!</b>				
<b>1.</b>	Business Economics: The concept. Introduction of the subject. Changing Demand and/or Supply.			
<b>2.</b>	Demand Analysis.			
<b>3.</b>	Production Analysis and Compensation Policy.			
<b>4.</b>	Cost Analysis and Estimation.			
<b>5.</b>	Competitive Markets: Characteristics, Profit Maximization, Firm Supply.			
<b>6.</b>	Performance and Strategy in Competitive Markets.			
<b>7.</b>	<b>Midterm exam.</b>			
<b>8.</b>	<i>Fall break.</i>			
<b>9.</b>	Monopoly as a Form of Market Structure.			
<b>10.</b>	Monopolistic Competition. Monopolistic Competition Price-Output Decisions. Monopolistic Competition Process.			
<b>11.</b>	Oligopoly. Oligopoly Output-Setting Models. Oligopoly Price-Setting Models.			

<b>12.</b>	Intangible Assets and Market Structure.
<b>13.</b>	Game Theory and Competitive Strategy.
<b>14.</b>	Pricing Practices, Price Discrimination.
<b>Rationale Including Aims:</b>	To make the interconnection between microeconomics and the functional areas of business disciplines. To introduce student to the interaction between firm decision making and the competitive environment.
<b>Learning Outcomes: Knowledge</b>	On completion of this module the successful student will be able to: To apply economic concepts and quantitative methods to solve managerial problems. To critically evaluate the applications of economic theory to the firm. To assess how the changing decision can alter the market in which the firm operates in. To critically evaluate the interaction between competitors, their possible decision making, and behaviour.
<b>Learning Outcomes: Skills</b>	This module will call for the successful student to demonstrate: Ability to exercise quantitative analysis of managerial decisions taking into consideration of the firm's external economic environment. Ability to analyse market and corporate data and information in order to make managerial decisions in different market conditions. Ability to integrate the various corporate functions (accounting, finance, HRM, marketing, operations management) to solve decision problems and critically evaluate the microeconomic assumptions in the real life setting.
<b>Teaching and Learning Strategies:</b>	The module builds on the knowledge acquired in basic economic (micro, macro) and management (corporate finance, marketing, operations management, organisational behaviour) modules to enable students to quantitatively assess the interaction of these fields with the application of case study analysis. Emphasis is put on group work and group presentation besides the individual written assignments. Individual, group assignments will require the student to use academic journals, other information databases to learn the application of IT in business analysis and business decision making.
<b>Assessment Scheme:</b>	The grade will be based on the following weights: Midterm exam: 30% (K1, K2, K3, S1) Final exam: 60% (K1, K2, K3, K4, S2) Semester work, Project work: 10% (K4, S1, S2, S3) Student is required to achieve at least 50.01% (pass) of each part of the assessment in order to receive a pass in aggregate.
<b>Core Learning Materials:</b>	Hirschey, M. (2009), <i>Managerial Economics</i> . 12th ed. Mason: South Western.
<b>Optional Learning Material:</b>	Gillespie, A. (2010), <i>Business Economics</i> . Oxford: Oxford University Press. Lipczynski, J., Wilson, J. O. S. and Goddard, J. (2013), <i>Industrial Organization: Competition, Strategy, Policy</i> . 4 <sup>th</sup> ed. Harlow: Pearson. McGuigan, J. R., Moyer, R. C. and Harris, F. (2014), <i>Managerial Economics: Applications, Strategy, and Tactics</i> . 13th ed. Stamford: Cengage Learning: [South Western College]. Waldman, D. E. and Jensen, E. J. (2013), <i>Industrial Organization: Theory and Practice</i> . 4 <sup>th</sup> ed. Boston: Pearson – Prentice Hall. Wilkinson, N. (2005), <i>Managerial Economics: A Problem-Solving Approach</i> . Cambridge: Cambridge University Press.



Code	PJM13101, PJM13202		Credit	Credit criteria
Term:	5 <sup>th</sup> and 6 <sup>th</sup> semesters	Level:	6	
Module Title:	PProject Module I-II			
Module Leader:	Dr. Kármén Kovács, PhD habil. Associate Professor	Office Hours:	Thursday: 9.30–10.45 a.m. (Room B117)	
Telephone:	Ext. 23186	E-mail:	<a href="mailto:Karmen@ktk.pte.hu">Karmen@ktk.pte.hu</a>	
Short Description:	The project module is predominantly a self-managed special study. The overall objective for this module is to consolidate the student's learning at Bachelor's level. Within the broad objective it is possible for suitable projects to range from researching a management or business topic which is written up as a thesis at the end. Both theoretical as well as practical topics are welcome. Close supervision throughout is given, and is designed as a student's first opportunity for investigate work. This module provides support so that the students can write about their thesis topic with a critical and creative approach of business and economic theories by the analysis of qualitative and quantitative methods. Students are given individual project supervision that is supported by seminars in research and project skills. Project Module I provides the basis for next semester Project Module II.			
<b>Sessions (weeks):</b> Three classes are held in the beginning of the semester. Moreover, students have to consult with their individual instructor at least three times during the semester.				
1.	Class: Formal and content requirements of Project Module I and thesis. The process of researching and writing a thesis.			
2.	Class: Information sources, literature review and referencing.			
3.	Class: The structure of the dissertation.			
4-14.	Individual research and consultation with the supervisor.			
Rationale Including Aims:	The aim of the module is to provide students knowledge and skills about research methods, critical literature review and academic writing. The programme aims to develop the critical and analytical powers of the student in relation to research and write about a business or management topic. It will provide opportunities to develop researching and writing skills through the chosen thesis topic.			
Learning Outcomes: Knowledge	On completion of this module the successful student will be able to: To select and apply relevant academic and professional literature and information sources. To critically evaluate the content of the publications related to the chosen thesis topic. To critically evaluate and analyse business and management theories and models. To organize and summarize them by a critical and creative approach, interpret and explain the theoretical and empirical research findings, provide conclusions and apply these in an academically applied context.			



<b>Learning Outcomes: Skills</b>	<p>This module will call for the successful student to demonstrate:</p> <p>Ability to provide critical analysis and interpretation of information about business and management situations and problems.</p> <p>Ability to use different methods and techniques to evaluate and analyse business situations and data and draw conclusions from them.</p> <p>Ability to interpret the research findings in an academic writing style.</p> <p>Ability to apply correct citation and referencing.</p>
<b>Teaching and Learning Strategies:</b>	<p>This project is an occasion for students to manage their own learning and especially, to learn from experience. They are assessed on how far they have developed their practical competence and enhanced their knowledge in the area of their project and have been able to generalise this particular experience for the benefit of a wider audience.</p>

<b>Assessment Scheme:</b>	<p>The signature at the end of semester I is based on four parts:          Choosing thesis topic and supervisor in Neptun (1-20 October 2018)          Submitting one chapter (literature review) (at least 10 pages) of the thesis to the Project Module leader to the Neptun (deadline 3 January 2019): Pre-evaluation by the PM leader (citation &amp; referencing, applying professional sources, structure). If it is accepted, student can submit it to the supervisor for evaluation. If it is not accepted, student has to improve it (deadline 10 January 2019). (C8, C9)          Supervisor Contact Form (3 consultations are required, deadline 17 January 2019) (M2)          Supervisor Contact Form with the supervisor's evaluation and signature (student work effort, the quality of the submitted one chapter (10 pages), deadline 17 January 2019) (C8, C9)          All parts are necessary to get a signature.</p> <p>The signature at the end of semester II is based on two parts:          Supervisor Contact Form (3 consultations are required, student work effort and performance, deadline 29 April 2019 (M2)          The thesis will be assessed by two lecturers, one of them is the project supervisor and the other will be nominated by the Programme Director, grades range 1-5. (C8, C9, M4)          Both parts are necessary to get a signature.</p> <p>The Supervisor Contact Form has to be submitted to the module leader by 29 April 2019 by the student.          The whole thesis submission deadline is 29 April 2019. Place: Study Department</p> <p>Formal requirements of the resulting thesis:          Two bounded copies and an electronic version, 30 to 60 standard typed pages — 30 lines, 60 letters/line, 1800 character/page — excluding attachments and tables          The first page is the title page, that includes the name of the university, the faculty and the programme (University of Pécs, Faculty of Business and Economics, English Language Programmes, Bachelor of Arts Honours Business Administration), the title, the name of the candidate, the name of the instructor, the date of the submission,          All figures and tables must be numbered continuously,          The sources of quotations and references must be given each and every times,          The complete list of references must be given at the end of the thesis.          The language of the thesis must be English.</p>
<b>Core Learning Materials:</b>	<p>There is no required textbook, literature is based on individual needs of the student and topic.</p> <p>Fischer, C. et al. (2007), Researching and Writing a Dissertation: A Guidebook for Business Students. 2<sup>nd</sup> ed. Harlow: Financial Times Prentice Hall.</p>

<b>Optional Learning Material:</b>	<p>Brown, R. B. (2006), Doing Your Dissertation in Business and Management: The Reality of Researching and Writing. London: SAGE.</p> <p>Deane, M. (2010), Academic research, writing &amp; referencing. Harlow: Pearson.</p> <p>Grix, J. (2004), The foundations of research. New York: Palgrave Macmillan.</p> <p>Hart, C. (2008), Doing a literature review: Releasing the social science research imagination. London [etc.]: Sage Publications.</p> <p>Machi, L. A. and McEvoy, B. T. (2009), The literature review: Six steps to success. Thousand Oaks : Corwin Press.</p> <p>Neville, C. (2010), The complete guide to referencing and avoiding plagiarism. 2<sup>nd</sup> ed. Maidenhead: Open University Press.</p> <p>Saunders, M., Lewis, P. and Thornhill, A. (2007), Research methods for business students. 4th ed. Harlow; New York: Financial Times - Prentice Hall.</p>
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## B1: Core Methodology Modules

<b>Code</b>	<b>B12GMK11E</b>		<b>Credit</b>	<b>7</b>
<b>Term:</b>	<b>3<sup>rd</sup> semester</b>	<b>Level:</b>	<b>5</b>	
<b>Module Title:</b>	<b>ORGANISATIONAL BEHAVIOUR</b>			
<b>Module Leader:</b>	<b>Zsuzsanna Vitai</b> Associate Professor	<b>Office Hours:</b>	Monday: 10-11 a.m.	
<b>Tutorial assistant:</b>	<b>Julianna Németh</b> PhD student	<b>Office Hours:</b>	Monday: 9 30- 10 30 a.m.	
<b>Telephone:</b>		<b>E-mail:</b>	Julianna Németh: N.A. Zsuzsanna Vitai: N.A.	
<b>Short Description:</b>	This module concerns work-based organizations and the forms of behavior which people can be expected to show in them. It serves as an introduction to the conceptual and theoretical basis of Organisational Behaviour and Organisation Theory, focusing on the operation of work organizations and the particular problems and encounters associated with the human side of the business. The module aims to show students the concepts, controversies, and applications of Organisational Behaviour.			
<b>Sessions (weeks):</b>				
<b>The schedule is tentative and subject to change!</b>				
<b>1</b>	Introduction, requirements. What is Organizational Behaviour? <b>Tutorial:</b> <i>How much do we already know?</i>			
<b>2</b>	Diversity in Organizations, Attitudes and Job Satisfaction <b>Tutorial:</b> <i>What about your attitudes?</i>			
<b>3</b>	Personality and Values <b>Tutorial:</b> <i>Who we are?</i>			
<b>4</b>	Perception <b>Tutorial:</b> <i>Are you sure?</i>			
<b>5</b>	Learning <b>Tutorial:</b> <i>How do people learn?</i>			

6	Motivation; Concepts <b>Tutorial:</b> <i>Are you driven to succeed?</i>
7	Communication <b>Tutorial:</b> <i>Can you express what you want to say?</i>
8	Skills day – soft skills tutorial
9	Foundations of Group Behaviour <b>Tutorial:</b> <i>How tough are you?</i>
10	Leadership Theories and Issues <b>Tutorial:</b> <i>Are you a leader?</i>
11	Power and Politics <b>Tutorial:</b> <i>Can you use power?</i>
12	Conflict and Negotiation <b>Tutorial:</b> <i>Can you defend your interest?</i>
13	Pre-examination Revision Week – no class, reading week!
<b>Rationale including Aims:</b>	The module provides a comprehensive introduction for undergraduates to human behavior in organizations and is a starting point for further studies in the field of Management. It aims to show the historical features and most significant theories in the field and to cover all those topics which are relevant for organizations.
<b>Learning Outcomes: Knowledge</b>	On completion of the course students will be able to: understand types of organizations as encountered in business; critically evaluate the historical development of both OB; understand individuals and group processes; compare the operation of organizational dynamics.
<b>Learning Outcomes: Skills</b>	This module will call for the successful student to demonstrate: ability to interact with people in the work environment; ability to argue their ideas in a professional manner; critically judge real-life management problems; positive contribution to the group (team) work ability to manage time efficiently
<b>Teaching and Learning Strategies:</b>	The directed study will be the principle followed: lectures will be held at the beginning of the week, on Tuesday, on Thursday at tutorials the material will be analyzed and deeply explored via exercises, case studies, video analyses. Students will be provided with material additional to the textbook to increase their knowledge of specific themes. Students have to read class material in advance, and a small quiz will check their knowledge every week.

<b>Assessment Scheme:</b>	<p>1 Final Examination (50%) (K1 – K4, S2, S5) Class Participation 30%, (K2, K3, K4, S1, S2, S4) Midterm Test 20% , (K1 – K4, S3, S5)</p> <p style="padding-left: 40px;">Midterm exam: 200 points Class participation: quizzes: 10*15 = 150 points group work: 10*5 = 50 points + 100 points for the last class</p> <p style="padding-left: 40px;">Final exam: 200 points</p> <p><b>Students must pass all of these elements to be deemed to have passed the module! (you have to achieve a minimum of 51% of each element to pass it)</b></p>
<b>Core Learning Materials:</b>	Robbins., S.P.: Organisational Behavior 14 <sup>th</sup> edition or any later edition either European or the US Handouts
<b>Optional Learning Material:</b>	Any OB book in the library published post-2010

<b>Code</b>	<b>B12GMB10E</b>		<b>Credit</b>	<b>7</b>
<b>Term:</b>	<b>3<sup>rd</sup> semester</b>	<b>Level:</b>	<b>5</b>	
<b>Module Title:</b>	<b>INTERNATIONAL BUSINESS</b>			
<b>Module Leader:</b>	Viktória Gerdesics, PhD, assistant professor; János Csapó, PhD, associate professor	<b>Office Hours</b>	Monday 10.30-12.00 am Wednesday 9.30-10.45 am	
<b>Telephone:</b>	+36 72 501-599 / 23276	<b>e-mail:</b>	<a href="mailto:gerdesicsv@ktk.pte.hu">gerdesicsv@ktk.pte.hu</a> <a href="mailto:csapo.janos@ktk.pte.hu">csapo.janos@ktk.pte.hu</a>	
<b>Short Description:</b>	This module has been designed for undergraduate students. The module introduces students to the important area of international business. The factors influencing the firm's decision as to the degree of internationalisation and the methods adopted are considered, as is the theoretical and institutional framework within which international business must operate. External challenges to the international firm are examined, such as those in the economic, political, cultural, ethical and legal fields or concerning ethics in international business and in intercultural business communication. Possible internal responses to these challenges are considered, including strategic, human relations, marketing, accounting, and logistical responses. The importance of multi-disciplinary perspective for purposes of analysis will be adopted throughout, as will the use of up-to-date case study and applied materials. Students should gain an appreciation for the complexity of the international environment facing businesses in our 21st century. Business principles learned in other modules are applied here, but from an <i>international</i> perspective.			
<b>Sessions (weeks):</b>				
<b>Schedule is tentative and subject to change!</b>				
<b>1.</b>	Introduction – Globalisation			
<b>2.</b>	Cross-cultural business			
<b>3.</b>	Political economy and ethics			

4.	Economic development of nations
5.	International trade theory, Political economy of trade
6.	Foreign direct investment
7.	Regional economic integration
8.	<b>Autumn Break</b>
9.	International strategy and organization
10.	Analysing international opportunities
11.	Selecting and managing entry modes
12.	Developing and marketing products
13.	Managing international operations
14.	Hiring and managing people
<b>Rationale Including Aims:</b>	<p>This module aims to:</p> <ul style="list-style-type: none"> <li>(i) Define the academic framework within which international business has developed, and distinguish between this type of business and globalisation.</li> <li>(ii) Provide analytical tools for systematically dissecting the various motivations behind international business development.</li> <li>(iii) Emphasise the various ways in which companies seek to gain competitive advantage at the international level.</li> <li>(iv) Apply current research innovations to interpretations of international business strategies</li> </ul>
<b>Learning Outcomes: Knowledge</b>	<p>On completion of this module, the successful student will be able to:</p> <p>Demonstrate an insight into the theoretical and managerial field of international business, and in particular to appreciate the distinctive characteristics of managerial processes within the international business environment.</p> <p>Understand how the companies are managing in today's volatile environments what type of analysis is needed to enter foreign markets and how best can companies manage their foreign operations.</p> <p>Appreciate issues of international trade, the trading blocks especially the European Union and the role of international organizations on company strategy. At the company level students are expected to understand the impact of cultural differences and how can companies handle cross cultural communication and negotiations. See the importance of strategic issues of companies; the entry strategies, export related issues, strategic alliances and global marketing and research issues.</p>
<b>Learning Outcomes: Skills</b>	<p><b>Skills</b></p> <p>This module will call for the successful student to demonstrate:</p> <p>Assessment of the foreign investment decisions of international business in terms of the aims and structuring and evaluating options.</p> <p>Application of the analytical frameworks in the study of cases.</p> <p>Working in teams using ICT in the preparation and writing of academic essays.</p>

<b>Teaching and Learning Strategies:</b>	The module will be delivered through lectures and seminars. The latter will comprise a combination of tasks, discussions and quizzes on topical issues in the international business issues, and case study analysis for group work. The emphasis will be on assisting students to 'make sense' of the world of international business. Thus extensive use will be made of the business news media (e.g. Financial Times and the Economist) in order to ground student learning through the identification of topical and recognisable examples. Consultative sessions prior to and following delivery of the group assessment will also feature in the teaching programme.
<b>Assessment Scheme:</b>	<p>Knowledge of the substantive material covered in the course is of central importance. However, as in the business world, the ability to communicate knowledge orally and in writing is also very important.</p> <p><b>Final Examination (60%) (K1, K2, K3, K4)</b> Final exam will consist of true-false, multiple choice questions and short answer questions. The examination contains a range of questions designed to cover the learning outcomes of the module. Questions are designed to test the student's basic knowledge and comprehension of the material taught. Answers require an application of theory/model, or number when appropriate. Questions are designed to assess critical and analytical ability.</p> <p><b>Class work (40%) (S1,S2,S3)</b> Each student should participate in different kinds of class work. After the lectures at the seminar meetings several tasks will be published by the tutor, and the students will be involved in group discussions.</p>
<b>Required Learning Materials:</b>	Wild, J.J., Wild, K.L. (2012), <i>International Business</i> (6/e.), Harlow: Pearson (Previous and newer editions also can be used.)
<b>Optional Learning Material:</b>	Rugman, Alan M. and Simon Collinson (2012), <i>International Business</i> 6/e, Harlow: Pearson
<b>Useful Websites:</b>	<a href="http://www.worldbank.org">www.worldbank.org</a> <a href="http://www.imf.org">www.imf.org</a> <a href="http://www.wto.org">www.wto.org</a> <a href="http://www.intracen.org">www.intracen.org</a> <a href="http://www.unctad.org">www.unctad.org</a> <a href="http://europa.eu">europa.eu</a> <a href="http://www.economist.com">www.economist.com</a> <a href="http://www.ft.com">www.ft.com</a> <a href="http://www.wsj.com">www.wsj.com</a> <a href="http://www.bbc.com">www.bbc.com</a> <a href="http://www.cnn.com">www.cnn.com</a> <a href="http://www.bbj.com">www.bbj.com</a>

<b>Code</b>	<b>B12GMB02E</b>	<b>Credit</b>	<b>7</b>
<b>Term:</b>	<b>4<sup>th</sup> semester</b>	<b>Level:</b>	<b>5</b>
<b>Module Title:</b>	<b>HUMAN RESOURCE MANAGEMENT</b>		



<b>Module Leader:</b>	<b>Zsuzsanna Vitai</b>	<b>Office Hours:</b>	<b>Monday:</b> 15 p.m. – 16. p.m. Or by appointment via the Program's secretary, Livia Tóth
<b>Telephone:</b>		<b>E-mail:</b>	
<b>Short Description:</b>	This module seeks to provide an introductory knowledge of the efficient management of people at work by exploring a series of the main issues relating to HRM. It shows students how HRM as a business function can contribute to the competitiveness and productivity of an organization.		
<b>Sessions (weeks):</b>			
<b>1</b>	Introduction, Requirements. Grouping Referencing <b>What is HR?</b> Tutorial.		
<b>2</b>	Presentation about your company 10 groups 6 minutes each + on paper summarize the facts in 1 page. The Legal Environment – USA and Europe with Internet Q and A <b>Task 1</b> Apply to companies diversity, equal employment		
<b>3</b>	Managing Diversity, Equal Employment presentations, and discussion		
<b>4</b>	Jobs tutorial. <i>Quiz closed book</i> , Job Analysis, Job Description <b>Task 2</b> Apply job design to companies		
<b>5</b>	Job design applied to companies, presentations and discussion		
<b>6</b>	Recruitment tutorial. <i>Quiz closed book</i> <b>Task 3</b> Apply to companies Recruitment presentations and discussion		
<b>7</b>	Selection and Placement tutorial. <i>Quiz closed book</i> Selection and Placement presentation and discussion		
<b>8</b>	Training implications of a newly hired employee <b>Task 4</b> Apply to Companies Training and development presentations and discussion		
<b>9</b>	Performance Management and Appraisal tutorial. <i>Quiz closed book</i> . Performance Management and Appraisal presentations and discussion		
<b>10</b>	Total Rewards and Compensation tutorial. <i>Quiz closed book</i> Task 5 Apply to companies Total Rewards and Compensation presentations and discussion		
<b>11</b>	Variable Pay and Executive Compensation, Managing Employee Benefits tutorial. <i>Quiz closed book</i> <b>Task 6</b> Apply to companies Variable Pay and Executive Compensation, Managing Employee Benefits presentation and discussion		
<b>12</b>	Organization/Individual Relations and Retention tutorial <i>Quiz closed book</i> <b>Task 7</b> Apply to companies Organization/Individual Relations and Retention presentations and discussion		
<b>13</b>	Employee Rights and Responsibilities tutorial <i>Quiz closed book</i>		
<b>14</b>	Strategic HR Management and Planning – Course wrap-up		

<b>Rationale Including Aims:</b>	It is intended that the module will introduce students to the primary functions falling within the domain of Human Resource Management. The module seeks to develop students' understanding not only of what managers have to do about their employees but also of the roles, activities, and expectations of the individuals as a potential and effective employee. A critical, evaluative and ability-based approach will be adopted to explore the range of HR activities. The intention is not merely to introduce the activities in themselves but also to develop students' understanding of relevant aspects of the context in which such events take place, and enable the students to act in the course of their future career as professional employees and employers.
<b>Learning Outcomes: Knowledge</b>	Developing an understanding of the strengths and weaknesses of various techniques, concepts, and theories of Human Resource Management (HRM). Promoting the realistic understanding of business as a whole, including global business issues and challenges.
<b>Learning Outcomes: Skills</b>	Applying conceptual frameworks to the identification and solution of problems in HRM. Enhancing analytical and presentational skills. Written and oral communication skills are required and will be developed further as individual skills together with team-building and collaborative working in an international environment.
<b>Teaching and Learning Strategies:</b>	The module will be taught by the "flipped classroom" approach, video lectures will be provided and the textbook specified. Students have to: watch the assigned video <b>BEFORE CLASS</b> read the specified chapter <b>BEFORE CLASS</b> participate actively in problems-solving at tutorials do independent research and then present their findings week-by-week. Presentations and critical discussion skills will be built and evaluated. Concepts will be illustrated and clarified by case studies, videos and role plays at the tutorials.
<b>Assessment Scheme:</b>	Final Examination 60%, Class Participation 20%, Midterm Exam 20%  Final Examination: 200 points, Midterm Examination 200 points, Class participation 8 x 100 pts (10 pts each given for presentation and discussion) Maximum attainable points: <b>100</b> <b><u>Students must pass all of these elements to be deemed to have passed the module! Even if you scored maximum on the midterm exam and have all class participation points if you do not show up on the final exam and do not score a minimum of 50% you have failed!</u></b>
<b>Core Learning Materials:</b>	Mathis, R.L., Jackson, J.H.: Human Resource Management 12 <sup>th</sup> or any later edition Thomson South-Western Handouts and articles
<b>Optional Learning Material:</b>	Any HRM book in the library published post-2008

<b>Code</b>	<b>B12GMB03E</b>	<b>Credit</b>	<b>7</b>
<b>Term:</b>	<b>5<sup>th</sup> semester</b>	<b>Level:</b>	<b>6</b>

Module Title: STRATEGIC MANAGEMENT			
Module Leader:	Márta Somogyvári PhD Assistant Professor	Office Hours:	Tuesday:14:00-16:00
Telephone:	+36 20 9313982	E-mail:	somogyv@ktk.ptt.hu
Short Description:	Strategic management focuses on the organization as a whole and its interactions with its environment. The corporate world is in the process of transformation driven by information technology and globalization. Strategic management takes a panoramic view of this changing terrain. It attempts to show how large and small companies can be more effective and efficient not only in today's world, but in tomorrow's as well.		
Sessions (weeks):			
1	Strategic Process		
2	External Environment		
3	Five Forces Model		
4	Internal Environment		
5	Business Level Strategy		
6	Corporate Level Strategy		
7	Strategy Implementation,		
8	Midterm Exam		
9	Product Development		
10	Service Development		
11	Market Development		
12	Rivalry		
13	Strategic Leadership		
Rationale Including Aims:	Strategic management is primarily concerned with environment, corporate objectives, resources, core competencies, and competition, organization and corporate culture. Aim: How to compose these components to be successful in the international competition.		
Learning Outcomes: Knowledge	After completing this module, students will be familiar with the environmental factors, the strategy making process: how to formulate and implement strategies in a rapidly changing competitive international environment.		
Learning Outcomes: Skills	The students will be able to analyze and handle complex strategic situations in an international environment, will be able to apply up to date strategic management principles and tools. Teamwork, including the ability to lead, team selection, delegation, development and management.		
Teaching and Learning Strategies:	The course consists of lectures, case study analysis, group work, presentations. Continuous learning is required: the learning process is checked at each class through presentation, case discussions and problem solving.		

<b>Assessment Scheme:</b>	Final mark: 40% class performance including: weekly discussions, group work and deliverables (15%) midterm exam (45%) final exam (Case Study analysis + Discussions on theories and practices)
<b>Core Learning Materials:</b>	Thomas L. Wheelen – J. David Hunger: Strategic Management and Business Policy. Pearson-Prentice Hall, 2011 Strategic Management: Concepts: Competitiveness and Globalization 11th edition by Michael Hitt, R. Duane Ireland, Robert Hoskisson
<b>Optional Learning Material:</b>	<p>Battacharya, Korschun : The Role of Corporate Social Responsibility in Strengthening Multiple Stakeholder Relationships: A Field Experiment, Journal of the Academy of Marketing Science 2006; 34; 158</p> <p>Macdonald, Assimakopoulos, Anderson : Education and Training for Innovation in SMEs International Small Business Journal 2007; 25; 77</p> <p>The HBR List – Breakthrough Ideas for 2004. HBR February 2004. Melancon ,Williams : Competency-Based Assessment Center Design-A Case Study Advances in Developing Human Resources , 2006; 8; 283</p> <p>Ireland,Hitt, Viadyanath : Alliance Management as a Source of Competitive Advantage Journal of Management 2002; 28; 413</p> <p>Ashton, James E. - Frank X. Cook, Jr - Paul Schmitz: Uncovering Hidden Value in a Midsize Manufacturing Company. HBR June 2003 111-119. Boyd, Gavin and John H. Dunning (ed.): Structural Change and Cooperation in the Global Economy. "New Horizons in International Business Series", 1999 Cohen, Stephen S. and Gavin Boyd (ed.): Corporate Governance and Globalization. "New Horizons in International Business Series", 2000 Farrel, Diana: The Real New Economy. HBR October 2003. 104-112. Ghemawat, Pankaj: The Forgotten Strategy. HBR Nov 2003. Nohria, Nitin -William Joyce - Bruce Robertson: What Really Works HBR Jul 43-52, 2003 Pillmore, Eric M.: How We're Fixing Up Tyco? HBR Dec 2003 96-103. Porter, Michael: Strategy and the Internet. HBR, March, 2001. Prahalad, C. K. - Kenneth Lieberthal: The End of Corporate Imperialism. HBR August 2003 Role in CEO Succession. HBR May-June 1999 96-105. Wartick, Steven - Donna J. Wood: International Business and Society. Blackwell, Oxford, UK, 1998 (chapters 1-4, 6-7.)</p>

<b>Code</b>	<b>B12PSB09E</b>	<b>Credit</b>	<b>7</b>
<b>Term:</b>	6 <sup>th</sup> semester	<b>Level:</b>	6
<b>Module Title:</b>	<b>INVESTMENTS</b>		

<b>Module Leader:</b>	<b>Dr. Vivien Csapi, PhD.</b> Assistant Professor <b>Alexandra Posza</b> Assistant Lecturer	<b>Office Hours:</b>	Vivien Csapi, By appointment via e-mail  Alexandra Posza, Tuesday, 12:30-14:00 p.m.
<b>Telephone:</b>	72/501599, Vivien Csapi ext. 23124 Alexandra Posza ext. 23141	<b>E-mail:</b>	<a href="mailto:csapiv@ktk.pte.hu">csapiv@ktk.pte.hu</a> <a href="mailto:poszaa@ktk.pte.hu">poszaa@ktk.pte.hu</a>
<b>Short Description:</b>	The aim of this course is to provide you with an understanding of both the theory and practice of finance and portfolio decision making. The combined application of theory and practice will enable you to understand market forces, equity evaluation methods, and market mechanisms. Besides introducing you to evaluation techniques and models you will have a broad understanding of the investment market from portfolio to venture capital investment. Discussions during class will develop your general financial literacy and intelligence. Not just your knowledge in the field of investment will be developed but exercises, readings and discussions will further strengthen your argumentation and computational skills. During the class discussions you will work in groups to from opinions in issues like the financial and economic crises situations in the		
<b>Sessions (weeks):</b>			
<b>The syllabus is tentative and subject to change.</b>			
<b>1</b>	Introduction and Risk and risk aversion I. p.: 142 – 155, 165 – 169.		
<b>2</b>	Introduction to options theory, Put-call parity and imperfect market conditions / <i>News Watch</i>		
<b>3</b>	Asset Allocation, Portfolio Theory		
<b>4</b>	Asset Pricing Models		
<b>5</b>	Bonds, Bond Valuation, Bond Portfolios		
<b>6</b>	Basics of Options, Option Valuation I.		
<b>7</b>	Option Valuation II.		
<b>8</b>	Case Studies		
<b>9</b>	Guest Lecturer: Fintech Topic		
<b>10</b>	<i>Spring break</i>		

11	Midterm
13	Group Presentations
14	Group Presentations
<b>Required material:</b>	Zvi Bodie, Alex Kane, Alan J. Marcus: "Investments", Sixth Edition, Irwin, 2005.
<b>Optional material:</b>	Robert A. Haugen: " <i>Modern Investment Theory</i> ", Fourth Edition, Prentice Hall, 1997. Haim Levy, Marshall Sarnat: " <i>Portfolio and Investment Selection? Theory and Practice</i> ", Prentice Hall, 1984. Eugen Fama, Merton H. Miller: " <i>The Theory of Finance</i> ", Dryden Press, 1971. Zvi Bodie, Alex Kane, Alan J. Marcus: "Essentials of Investments", First Edition, Irwin, 2004.
<b>Learning Outcomes: Skills</b>	On the completion of this course you should be able to: <ul style="list-style-type: none"> <li>• Understand the corporate factors driving stock prices.</li> <li>• Determine the investment attitudes for different actors.</li> <li>• Design a portfolio for companies with different risk preferences.</li> <li>• Understand the basic equilibrium forces of stock markets.</li> </ul>
<b>Teaching and Learning Strategies:</b>	The joint application of theoretical and practical teaching methods should enable students to understand mechanisms driving equity prices. The continuous observation of weekly events on news channels should bring practice closer to theory, providing an invaluable tool for student. In order to achieve the best outcome student is required to monitor real life economic events, which with the application of Reuters' database can be analyze in class and at home.
<b>Assessment Scheme:</b>	News watch – 10% Case study – 2x10% = 20% Midterm exam – 30% Final exam – 40%

<p><b>Further on Assessment:</b></p>	<p><b>Presentation project:</b> Students are to form groups by the end of the second week (maximum 3-4 students in a group). Each group selects a topic from the list below by the end of the fourth week. Groups to present their research work prepare a ppt slideshow and upload them onto Neptun Meetstreet at latest on the day of their presentation. The presentations a 20 minute long discussion of the topic involving all group members, concentrating on the ppt slides quality, on involving the classmates, start/enforce a discussion about the topic (10% from 30%), while 20% is given for the content out of 30%. (in case of missing on the presentation day there is the opportunity to do an individual research in the chosen topic, and preparing a 10 pages long semester paper, TNR, 12 point font size, single spaced till the 19<sup>th</sup> of May 2019.</p> <p><b>Midterm exam:</b> 75 minute unseen closed book exam, concentrating on quantitative problem solution using calculator and a collection of equations. <i>(in case of below than 50% or missing the midterm students will have the opportunity to retake it during the semester 1 time.)</i></p> <p><b>In-class games and simulations</b> will be randomly during the course, participating actively in the solution/play is rewarded 10% out of 100%.</p>
	<p><b>Presentation Topics:</b> World's Biggest IPOs from 2000 Until Today CAPM in Practice Cryptocurrencies Ageing Women in Finance Lipstick Effect Real Estate Markets (Recent Trends, Outlook) Venture Capital Investments Buy-to-Let Market Corporate Bond Issues International Scope Stock Markets International Scope Option Markets International Scope Influencers of the Markets Artificial Intelligence (AI) in the Money Markets</p>
<p><b>Usefull links:</b></p>	<p><a href="http://www.virtualstockexchange.com">www.virtualstockexchange.com</a> <a href="https://3000extra.gbl1.reuters.com/asp/login.asp?NFuse_loginError!d=On">https://3000extra.gbl1.reuters.com/asp/login.asp?NFuse_loginError!d=On</a> <a href="http://finance.yahoo.com/">http://finance.yahoo.com/</a> <a href="http://www.freelunch.com">www.freelunch.com</a> <a href="http://www.bet.hu/onlinesz/index.html">http://www.bet.hu/onlinesz/index.html</a> <a href="http://www.nyse.com/">http://www.nyse.com/</a> <a href="http://www.euronext.com/">http://www.euronext.com/</a> <a href="http://www.ici.org/">http://www.ici.org/</a> <a href="http://www.fundaccess.hu/">http://www.fundaccess.hu/</a> <a href="http://money.cnn.com">http://money.cnn.com</a> <a href="http://www.investorlinks.com">www.investorlinks.com</a></p>



Code	B12GMK15E		Credit	7
Term:	6 <sup>th</sup> semester	Level:	6	
Module Title:	OPERATIONS MANAGEMENT			
Module Leader:	Dr. József Vörös, DSc. professor Dr. Zsuzsanna Hauck, assistant professor Dr. Sándor Danka, assistant professor	Office Hours:	Tuesday, 15:30-17:00, B119  Monday, 15:00-17:00, B120	
Telephone:	72/501-599/63153 72/501-599/23142	E-mail:	<a href="mailto:hauckzs@ktk.pte.hu">hauckzs@ktk.pte.hu</a> <a href="mailto:danka.sandor@ktk.pte.hu">danka.sandor@ktk.pte.hu</a>	
Short Description:	Operations management deals with the efficient utilization of resources to produce products and services. Operations play a crucial role in achieving business objectives, helps understanding how companies should gain competitive advantage. Operations management comprehends three broad issues: how to design the operating system to serve business strategy, planning and controlling operations processes, and scheduling operations.			
Sessions (weeks):				
Schedule is tentative and subject to change.				
Week 1	Using operations to compete. What is operations management? Differences and similarities between manufacturing and services. Book ( <i>Heizer, J. - Render, B. M. - Munson, C.: Operations Management: Sustainability and Supply Chain Management, Pearson, 12th, Global Edition 2017</i> ): Chapter 1 (Operations and Productivity) Exercises ( <i>Hauck Zs. – Kiss V.: Operations Management, collection of exercises 2014 (available on Neptun)</i> ): Productivity			
Week 2	Developing missions and strategies. Positioning strategy. Competitive priorities. Shifts in competitive priorities. Trends in OM. Product life cycle. Process Structure in Manufacturing. Book: Chapter 2 (Operations Strategy in Global Environment) Exercises: Decision Tree			
Week 3	Major process decisions. Designing processes. Principles of process strategy. Product-Process matrix. Product Design. Product Strategy options. New product opportunities. Quality function deployment. House of Quality. Book: Chapter 5 (Design of Goods and Services) and 7 (Process Strategy) Exercises: House of Quality			
Week 4	Capacity planning. Measures of capacity. Capacity strategies. Decision trees. Economies and diseconomies of scale. Break-even analysis. Book: Chapter S7 (Capacity and Constraint Management) Exercises: Capacity planning, Identification and management of bottleneck			
Week 5	Facility location. Location analysis, location decisions. Locating single facility. Book: Chapter 8 (Location Strategies) Exercises: Locating facilities			
Week 6	Midterm test for 15% 5% theoretical question 5% case study 5% calculation			

<b>Week 7</b>	Aggregate planning. Aggregate planning problems. The objective of aggregate planning. Planning strategies. Book: Chapter 13 (Aggregate Planning and S&OP) Exercises: Staffing Plan, Production Plan
<b>Week 8</b>	Material requirement planning. Bill of materials. Master production schedule. Outputs from MRP. Book: Chapter 14 (Material Requirements Planning (MRP) and ERP) Exercises: Master Production Scheduling, Material Requirements Planning
<b>Week 9</b>	Managing inventory. Functions and types of inventory. Economic order quantity. Continuous review system. Book: Chapter 12 (Inventory Management) Exercises: Inventory management
<b>Week 10</b>	<i>Spring break</i>
<b>Week 11</b>	Lean systems. Just in Time Systems. The essence of JIT. Strategic implications. Kanban system. JIT quality tactics and scheduling. Heijunka. Jidoka. Quality. Total Quality Management. The cost of quality. Book: Chapter 16 (Lean Operations)
<b>Week 12</b>	<i>Easter Monday</i>
<b>Week 13</b>	Supply chain management. Managing sustainable supply chains. Book: Chapter 11 (Supply Chain Management) Exercises: Make-or-buy, Life-cycle ownership
<b>Week 14</b>	Revision week
<b>Rationale Including Aims:</b>	The source of success at the majority of top 500 companies is inevitably based on outstanding products and/or efficient operations processes. Thus operations are one of the most important functions in a company. Additionally, any activity that has outcome is a process and the knowledge and skills provided by operations management can be applied in many other functional areas as well. This line of argument describes the basic rationale of the module.
<b>Learning Outcomes: Knowledge</b>	On completion of this module the student will be able to understand the key aspects of Operations Management and implement learnt material to business problems analyze the role of operations in the value creation process and have the knowledge to recognize different operations systems required to help achieve company aims. understand the boundaries of the learnt material, and use the acquired knowledge to overcome these boundaries
<b>Learning Outcomes: Skills</b>	On completion of this module the student will be able to design and control operations systems, make long, medium, and short term decisions actively participate in teamwork connected to operations, selection, delegation, development and management. demonstrate and present operation related problems and their solutions analyze the boundaries of the learnt material
<b>Teaching and Learning Strategies:</b>	Continuous learning is required. The learning process is checked at each class through home assignments, presentation, case discussions and problem solving.

<b>Assessment Scheme:</b>	<b>Assessment:</b> 15% Classwork 15% Midterm test 70% Final exam + extra points available for classroom activities
<b>Core Learning Materials:</b>	Heizer, J. - Render, B. M. - Munson, C.: Operations Management: Sustainability and Supply Chain Management, Pearson, 12th, Global Edition 2017 Hauck Zs. – Kiss V.: Operations Management, collection of exercises 2014 (available on Neptun)
<b>Optional Learning Material:</b>	Krajewski, L.J. – Ritzman, L P. – Malhotra, M.K.: Operations Management, 10th ed., Pearson, 2013 Slack, N. – Brandon-Jones, A. – Johnston, R.: Operations Management, 7 <sup>th</sup> edition – Pearson 2013

**B2: Elective Business Modules**

<b>Code</b>	<b>B12PSB01E</b>		<b>Credit</b>	<b>7</b>
<b>Term:</b>	4 <sup>th</sup> semester	<b>Level:</b>	5	
<b>Module Title:</b>	FINANCIAL ACCOUNTING			
<b>Module Leader:</b>	<b>Dr. Márkus Gábor, PhD.</b> Assistant Professor	<b>Office Hours:</b>		
<b>Telephone:</b>	+36-72/501-599, 23199	<b>E-mail:</b>	markus@ktk.pte.hu	
<b>Short Description:</b>	This course is intended to give students a chance to get a proper insight into the International Financial Reporting System (IFRS). It is a good opportunity to acquire the basic knowledge and skills that is necessary to do accounting tasks at large firms operating in the European Union.			
<b>Sessions (weeks):</b>				
<b>Schedule is tentative and subject to change!</b>				
<b>1.</b>	Basic expressions in the IFRS. The prescribed form and content of the balance sheet and of the income statement. Rules for the valuation of assets.			
<b>2.</b>				
<b>3.</b>	Accounting for Property, Plant and Equipment (IAS 16)			
<b>4.</b>	Accounting for Inventories (IAS 2).			
<b>5.</b>	Accounting for Financial instruments (IAS 32).			
<b>6.</b>	Accounting for receivables, liabilities and cash (including foreign currency items).			
<b>7.</b>	Accounting for production costs.			
<i>Midterm exam</i>				
<b>8-9.</b>	Year-end adjusting entries and the closing process.			
<b>10-11.</b>	Preparing the balance sheet based on the post-closing trial balance.			
<b>12.</b>	Preparing the income statement based on the pre-closing trial balance. The structure and content of the cash flow statement.			
<b>13.</b>	Comparison and critical analysis of the financial statements of a Hungarian and an international company.			
<b>Rationale Including Aims:</b>	The most important aim of the course is to give students a detailed knowledge in International Financial Reporting System (IFRS).			

<b>Learning Outcomes: Knowledge</b>	On completion of this module the successful student will be able to: compare/contrast the main competing theories of current debate on accounting techniques, standards, evaluate the respective strengths and weaknesses of accounting theories with a special focus on the IFRS standards, critically analyse the applicability of the different techniques and theories.
<b>Learning Outcomes: Skills</b>	This module will call for the successful student to demonstrate: ability to conduct effective small-scale research on company financial data ability to individually process financial information appropriate evaluative judgements of work produced ability to adjust for with uncertainty in accounting statements
<b>Teaching and Learning Strategies:</b>	The course is primarily focusing on practical skills. The necessary theoretical background of each topic will be presented by the lecturer in short, which will always be followed by many practical exercises.
<b>Assessment Scheme:</b>	Class work: 10% (individual exercises during the classes) (K2, K3, S1, S4) Midterm exam: 30% (45 minutes) (K1, K2, K3, S2, S4) Final exam: 60% (75 minutes) (K1, K2, K3, S2, S4)
<b>Core Learning Materials:</b>	DR. TAKÁCS, A.; DR MÁRKUS G.: "The basics of IFRS", University of Pécs, Faculty of Business and Economics, 2018 (notes)

Code	B12GMB09E		Credit	7
Term:	4 <sup>th</sup> semester	Level:	5	
Module Title:	Small Business Management			
Module Leader:	Dr. Zsolt Bedő, PhD. Assistant professor András Rideg Teaching assistant	Office Hours:	Zsolt Bedő, Monday 8:30 – 10:00	
Telephone:	72/501599, Zsolt Bedő ext. 23436	E-mail:	<a href="mailto:zsoltbedo@ktk.pte.hu">zsoltbedo@ktk.pte.hu</a>	

<b>Short Description:</b>	<p>The module is intended to bring students closer to understand the process of creating a business concept around an innovative idea, research project or technology. Students also develop skills in business model and company creation by actively participating in the process. Using experiential learning methodology students will proactively work with researchers with implementable research results and will develop a business concept around their achieved results. Teams of students will have to engage with the stakeholders of the research idea in the framework of validation activities to make their business concept as implementable as possible. During the lean business concept development process students will get acquainted with a particular discipline that the research was conducted in that will broaden their knowledge horizon. The real life process of business concept development and validation will also advance the networking skills of the participating students.</p>
<b>Sessions (weeks):</b>	
<b>The syllabus is tentative and subject to change.</b>	
1.	<p>Introduction Video discussion: <a href="https://www.ted.com/talks/ernesto_sirolli_want_to_help_someone_shut_up_and_listen?language=en">https://www.ted.com/talks/ernesto_sirolli_want_to_help_someone_shut_up_and_listen?language=en</a></p>
2.	<p>(02.11. @ Kontakt-elektro Ltd.) Client meeting – detailed introduction of the organization, its objectives and the projects. (02.14. @ the FBE) Reading assignment discussion: Why Write a Business Plan? How do you see the project? Team formation.</p>
3.	<p>Registering teams Reading assignment discussion: Developing and Screening Business Ideas Progress discussion</p>
4.	<p>Reading assignment discussion: The Litmus Test of a Plan Progress discussion</p>
5.	<p>Reading assignment discussion: Introduction, Executive Summary, and Company Description Progress discussion</p>
6.	<p>Reading assignment discussion: Industry Analysis Progress discussion</p>
7.	<p>Reading assignment discussion: Market Analysis Progress discussion</p>
8.	<p>Reading assignment discussion: Marketing Plan Progress discussion</p>

9.	<i>Reading assignment discussion: Management and Organizational Structure</i> <i>Progress discussion</i>	
10.	<b>Spring break</b>	
11.	<i>Reading assignment discussion: Operations Plan and Product Development</i> <i>Progress discussion</i>	
12.	<i>Guest speaker: How to fund the expansion...</i> <i>Reading assignment discussion: Analysis of Financial Projections</i> <i>Progress discussion</i>	
13.	<i>Reading assignment discussion: A Successful Business Plan Presentation</i> <i>Progress discussion</i>	
14.	<i>Final presentation of the business plans</i>	
<b>Rationale Including Aims:</b>		The overall objectives of the course are, increase students' knowledge about business start-ups, small business management, help student to start their own business. Moreover, the course provides an insight into the role of entrepreneur and small business management in the economy and highlights the differences of small businesses compared to large enterprises.
<b>Learning Outcomes: Knowledge</b>		On completion of this module the successful student will be able to: critically evaluate new business ideas from the aspect of a potential financier, contest the different organizational structure concepts when designing business entity evaluate the respective strengths and weaknesses of such theories critically analyse their applications in practice
<b>Learning Outcomes: Skills</b>		This module will call for the successful student to demonstrate: ability to conduct effective small-scale research positive contribution to group (team) working effective verbal presentation of ideas effectiveness in argument and debate with peers

<b>Teaching and Learning Strategies:</b>	<p>The module is based on experiential learning methodology, and flipped classroom techniques. Students are required to discuss, argue and debate their results during class based on the reading assignments and their own research necessary within the framework of their project. Students have to develop and structure a business (start-up) around an innovative research result coming from the Tech Transfer Office of the University. Students will have to interact with the researcher and with all the stakeholders of the business concept in the framework of a validation process. In order for the students to maximize the development of their skillset they are required to work intensively and proactively during the semester and to create deliverables with real added value to the marketable research results. Students have to form teams of 5 and have to create their own advising company. They have to create roles such as CEO, CMO, CFO, COO, ... These 'companies' have to prepare the weekly progress of the business development and also complete reading assignments.</p>
<b>Assessment Scheme:</b>	<p>Final deliverables (Business plan, marketing materials, financial plan, proof a concept) – 40%          Uploading the discussion of the reading assignment – <math>10 \times 1\% = 10\%</math>          Discussion of the reading assignments – <math>(2 \times 5\%) = 10\%</math>          Progression reports uploaded - <math>10 \times 1\% = 10\%</math>          Progression report presentation – <math>(2 \times 5\%) = 10\%</math>          Final presentation – 15%          Class engagement – 5%</p>
<b>Further on Assessment:</b>	<p><b>Reading assignments:</b> Students have to complete reading assignments before each week's class and have to prepare a presentation of the reading assignment. Questions will be made available at the end of each class that has to be discussed by the team, which is based on the weekly reading assignment. Teams will be selected in the beginning of each class who have to discuss the reading assignment and has to discuss their view point related to the question posed after the previous class. Another team will be selected to debate the viewpoint of the keynote team.</p> <p><b>Progression:</b> Each week teams have to report on their progression of their business concept development process.</p> <p><b>Final presentation:</b> teams will present their final business concept/business model/business plan at the end of the semester to possibly the researcher.</p>



<b>Required material:</b>	<p>Barringer: Preparing Effective Business Plans: An Entrepreneurial Approach, Global Edition, 2015.</p> <p>Mariotti, et al.: Entrepreneurship and Small Business Management, Second Edition, Global Edition, 2015.</p> <p>Michael H. Morris: Nuts and bolts of a great business plan, Florida State University, 2015.</p> <p>You can purchase books at: <a href="http://www.prospero.hu">www.prospero.hu</a>, <a href="http://www.universitatis.hu">www.universitatis.hu</a>, <a href="mailto:tnusser@ibs-b.hu">tnusser@ibs-b.hu</a></p>
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<b>Code</b>	<b>B12KMB01E</b>		<b>Credit</b>	<b>7</b>
<b>Term:</b>	5 <sup>th</sup> semester	Level:	6	
<b>Module Title:</b>	MARKETING RESEARCH			
<b>Module Leader:</b>	<b>Dr. Krisztián Szűcs, PhD</b> Assistant Professor	<b>Office Hours:</b>	Wednesday, 8.30-9.30 am	
<b>Telephone:</b>	501-599 23115 ext.	<b>E-mail:</b>	<a href="mailto:szucsk@ktk.pte.hu">szucsk@ktk.pte.hu</a>	
<b>Seminars</b>	<b>Péter Németh</b> Assistant lecturer	<b>Office Hours:</b>	Wednesday, 3.30-4.30 pm	
<b>Telephone:</b>	501-599 23129 ext.	<b>E-mail:</b>	<a href="mailto:nemeth.peter@ktk.pte.hu">nemeth.peter@ktk.pte.hu</a>	
<b>Short Description:</b>	The course covers the fundamentals of marketing research, it focuses on different types of marketing research (qualitative and quantitative methods) as well as the complex issues at each stage of the marketing research process, including research objectives, research design, questionnaire construction, sampling, data collection, statistical analysis, and the output of the research.			
<b>Sessions (weeks):</b>				
<b>Schedule is tentative and subject to change!</b>				
<b>1.</b>	Introduction to Marketing Research Defining the Marketing Research Problem and Developing an Approach Research Design			
<b>2.</b>	Team formation Exploratory Research Design: Secondary Data Exploratory Research Design: Qualitative Research			
<b>3.</b>	Descriptive Research Design: Survey and Observation			
<b>4.</b>	Measurement and Scaling: Fundamentals and Comparative Scaling Measurement and Scaling: Noncomparative Scaling Techniques Questionnaire and Form Design			
<b>5.</b>	Sampling: Design and Procedures Sampling: Final and Initial Sample Size Determination Research Tools			
<b>6.</b>	Field Work Consultation with teams: Research Brief, Research Quotes			
<b>7.</b>	<b>Team presentations: Research Quotes</b>			
<b>8.</b>	Data Preparation Data Visualization (Research Study and Presentation)			
<b>9.</b>	Data Analysis Data Visualization (Qualitative Research Results)			

10.	Data Visualization (Quantitative Research Results) Data Visualization (using MS Excel for chart developing)
11.	Guest lecturer
12.	Consultation with teams about Final Presentations
13.	<b>Team presentations: Research Results</b>
<b>Rationale Including Aims:</b>	The aim of the module is to build the understanding and the ability to define research problems properly and to match the required methodology to these. Furthermore it is intended to enable students to evaluate research outcomes including the appropriateness of statistical analysis applied.
<b>Learning Outcomes: Knowledge</b>	By completing this module students will be able to appreciate marketing research as a process that involves a sequence of activities, each compatible with the preceding stage have a thorough understanding of the strengths and weaknesses of alternative research designs be aware of the many sources of marketing information and be aware of the various means for gathering such information be more sensitive to the biases and limitations of marketing data and data analysis
<b>Learning Outcomes: Skills</b>	be able to translate a marketing problem into a feasible research question be able to design and execute a basic survey research project
<b>Teaching and Learning Strategies:</b>	There are parallel sessions of theory and practice as students learn the basic theoretical aspects they get to know about how to handle SPSS. Attendance is compulsory.
<b>Assessment Scheme:</b>	Final exam (closed book) 50% (lecture) Short test on lectures or seminars 10% (seminar) Team presentation of the quotes 20% (seminar) Team presentation of the research findings 20% (seminar) Prior to the lectures students have to read the given topic and be ready for a short test.
<b>Core Learning Materials:</b>	Naresh K. Malhotra: Basic Marketing Research. International edition. 4 <sup>th</sup> edition. Pearson 2011
<b>Optional Learning Material:</b>	Cahill, D: When to use qualitative methods: a new approach. Marketing Intelligence and Planning 14/6 1996 p.16-20. Hofstede et al.: An investigation into the association pattern technique as a quantitative approach to measure means-end chains. International Journal of Research in Marketing 15 1998 p.37-50 Gibson, L.D.: Quo Vadis, Marketing Research? Marketing Research, Spring 2000 p. 36-41 Wilson, A., Laskey N.: Internet base marketing research: a serious alternative to traditional research methods? Marketing Intelligence and Planning 21/2 2003 p.79-84

Code	B12GMB08E		Credit	7
Term:	5 <sup>th</sup> semester	Level:	6	
Module Title:	CAREER MANAGEMENT			
Module Leader:	Dr. Gábor Balogh, PhD Assistant professor Dr. Norbert Sipos, PhD Assistant professor	Office Hours:	Monday: 12:30-14:00h (221) Tuesday: 14:00-15:45h (221)	

<b>Telephone:</b>	+36 72 501-599/23275	<b>E-mail:</b>	baloghg@ktk.pte.hu sipos.norbert@ktk.pte.hu
<b>Short description:</b>	The overall objectives of the course are to increase students' knowledge according to the topic of career management.		
<b>Sessions (weeks):</b>			
<b>Schedule is tentative and subject to change!</b>			
	<b>Theoretical part</b>	<b>Practical part</b>	
1.	Introduction	Introduction of students	
2.	CV, cover letter	Interview, AC Ideal job	
3.	Career, individual career management	Goal setting	
4.	Time management	Gender and generation questions	
5.	Labor market, job searching methods	Self-exploration	
6.	Talent management	Personal Development Plan	
7.	Selection techniques, employment contract	EURES	
8.	<i>Fall break (25/10/2018)</i>		
10.	Everyday risks at work	Career success	
11.	Organizational career management	Creativity	
12.	Coaching, self-branding	Inspiration	
13.	Career management practices	Etiquette at work	
14.	Watching, analyzing film	Consultation, evaluation	
<b>Learning Outcomes: Knowledge</b>	On completion of this module the successful student will be able to explain the diversity of thinking and perspectives of self management (K1) compare/contrast the main competing theories of career planning (K2) know the most important tools that a successful candidate might use in the carrier management process (K3)		
<b>Learning Outcomes: Skills</b>	This module will call for the successful student to demonstrate: ability to manage work-life balance (S1); effective self-presentation (S2); ability to use a framework for achieving personal success and satisfaction (S3) successful CV and motivation letter writing (S4).		
<b>Learning, teaching and assessment strategies:</b>	The mix of lectures, seminars, and consultations. Main focus is given to individual work of the students.		
<b>Assessment criteria and weighting:</b>	The grade will be based on the following weights: class participation, cases (addresses K1, K2, S3, S4): 20% presentation of topics (addresses S1, S2): 20% written examination (addresses K1, K2, K4, S1, S3): 60% Length of exam: 60 minutes		
<b>Core learning material:</b>	Greenhaus, J. H. – Callanan, G. A. – Godshalk, V. M.: Career Management 3 <sup>rd</sup> ed, The Dryden Press 2000 Slide shows and articles available in Neptun System		

<b>Code</b>	<b>B12KMB07E</b>	<b>Credit</b>	<b>7</b>
<b>Term:</b>	<b>6<sup>th</sup> semester</b>	<b>Level:</b>	<b>5</b>

<b>Module Title:</b>	<b>TOURISM MANAGEMENT</b>		
<b>Module Leader:</b>	Raffay, Zoltán PhD	<b>Office Hours:</b>	
<b>Telephone:</b>	+36 20 9290723	<b>E-mail:</b>	raffayz@ktk.ptt.hu
<b>Short Description:</b>	The course provides students with the basic knowledge about the operational principles and techniques of the tourism industry, its marketing, destination management, the socio-economic and environmental impacts of the sector and its role in territorial development		
<b>Sessions (weeks):</b>			
<b>Schedule is tentative and subject to change.</b>			
	<b>Presentation part</b>	<b>Seminar part</b>	
<b>1.</b>	Principles, definitions, the place of tourism in science and economy. Operation of the tourism industry I. Demand side of tourism	Evaluation of handouts: the role of the tourism sector in selected countries' economies and explanation of the facts	
<b>2.</b>	Operation of the tourism industry II. Supply side of tourism	Evaluation of handouts: the top 50 tourism destinations in the world and new potential top destinations	
<b>3.</b>	The economic and social impacts of tourism. The environmental impacts of tourism	Tourism and environmental protection. Ethical tourism, the Global Code of Ethics for Tourism. The environment friendly management of the tourism processes. Discussion	
<b>4.</b>	Tourism trends	Impacts of the global megatrends on the development of the tourism sector: presentations by the students	
<b>5.</b>	Making demand and supply meet: transportation in tourism	Students' presentation: the changing significance of transport tools in tourism and the possible future of the sectors	
<b>6.</b>	Making demand and supply meet: tourism marketing	Students' presentations: marketing strategy of a chosen touristic business	
<b>7.</b>	Technology management and applications	Evaluation of different smartphone applications by students; recommendations for further apps	
<b>8.</b>	Communications and Public Relations	Evaluation of the previous marketing campaigns of the Hungarian Tourism Inc. b the students	
<b>9.</b>	Visitor management. Interpretation techniques, methods and tools of demonstration, visitor centres	Site visit to the Cella Septichora Visitor Centre, presentation on the touristic use of the facility	
<b>10.</b>	Human resource management in tourism	Students' presentation: the special skills needed for the touristic activities (travel agencies, hotel front-office and back-office operations, restaurants, TDMOs, tourist information offices etc.)	
<b>11.</b>	Risk and crisis management in tourism	Ideas for the use of the run-down and non-utilised touristic assets of Pécs (brainstorming by the students)	

12.	Tourism in regional and urban development	Visit to the South Transdanubian Regional Development Agency, presentation on tourism developments and projects
13.	Tourism in rural development	Visit to the Orfű Tourism Destination Management Organisation, visit to new developments
14.	Tourism Destination Management	Visit to the "Irány Pécs!" Tourism Destination Management Organisation
<b>Rationale Including Aims:</b>	The aim is to get a comprehensive knowledge of the operation of the tourism industry and the management techniques of attractions and destinations, human resources and touristic developments	
<b>Learning Outcomes: Knowledge</b>	Knowledge of the operation of the tourism industry Tourism attractions, infrastructure and services Management techniques in the tourism industry	
<b>Learning Outcomes: Skills</b>	Understanding the role of tourism and the impacts of the industry Ability to make tourism development plans and to assess the feasibility of tourism development projects	
<b>Teaching and Learning Strategies:</b>	Presentations; case studies; site visits; problem solving; handouts	
<b>Assessment Scheme:</b>	Midterm exam 50% Final exam 50%	
<b>Required material:</b>	Page, Stephen J.: Tourism management. An introduction. Routledge, London and New York 2011	
<b>Optional material:</b>	Swarbrooke, J. and Page, Stephen J.: Development and Management of Visitor Attractions. Routledge, London and New York 2011 Nykiel, Ronald A.: Hospitality Management Strategies. Pearson/Prentice Hall, New Jersey 2005 Periodical 'Tourism management' Case studies provided by the lecturer	
<b>Useful websites:</b>	<a href="http://www2.unwto.org/">http://www2.unwto.org/</a> <a href="http://www.journals.elsevier.com/tourism-management/">http://www.journals.elsevier.com/tourism-management/</a> <a href="http://gotohungary.com/">http://gotohungary.com/</a>	

Code	B12GMB12E		Credit	7
Term:	6 <sup>th</sup> semester	Level:	6	
Module Title:	BUSINESS SIMULATION WORKSHOP			
Module Leader:	Dr. Tibor Kiss, PhD. Associate professor Dr. Roland Schmuck, PhD. Assistant lecturer	Office Hours:	Dr. Tibor Kiss: Tuesday 10.00-11.30, B121 Dr. Roland Schmuck: Tuesday 15.30-16.30, B219	
Telephone:	PTE-KTK 72/501-599 Dr. Tibor Kiss: ext.23265 Dr. Roland Schmuck: ext. 23369	E-mail:	Dr. Tibor Kiss: kisst@ktk.pte.hu Dr. Roland Schmuck: roland@ktk.pte.hu	

<b>Short Description:</b>	This workshop enhances students' understanding of the principles on which a competitive economy is based, providing experiences of the use of the tools of several functional subsystems in a simulated business environment, giving practical experience of managing an enterprise together with other decision makers. Two simulation games are used during the classes: (1) Business Simulation Challenge, a locally developed environment-conscious simulation game, unique in the world, (2) Multinational Management Game, a simulation game simulating a multinational company. Both games comprise the most important functional areas of a company, and – at the same time – both of them are strategic games.
<b>Sessions (weeks):</b>	
<b>The schedule is tentative, and subject to change.</b>	
<b>1.</b>	Introduction to BSW BSC: Introduction, trial session – basics
<b>2.</b>	BSC: continuous work MMG Group creation, trial session – decision 1 – technical details, FAQ Report 1: BSC marketing report
<b>3.</b>	BSC: continuous work MMG – trial session – decision 2 and 3 Report 2: MMG – marketing report
<b>4.</b>	BSC: continuous work MMG – trial session – decision 4 and 5 Report 3: MMG – production + transfer decisions
<b>5.</b>	BSC: continuous work MMG – trial session – decision 6 and 7 (end of MMG trial game) Report 4: MMG – Balance Sheet, Income Statement, Cash Flow
<b>6.</b>	BSC: continuous work MMG – competition mode I – decision 1 and 2 Report 5: MMG – Evaluation of the firm's performance in the trial session
<b>7.</b>	BSC: continuous work MMG – competition mode I – decision 3 and 4 Report 6: BSC – Production and finance
<b>8.</b>	BSC: continuous work MMG – competition mode II – decision 5 and 6 (end of first competition MMG game) Report 7: BSC – Gross margin calculation
<b>9.</b>	Reading week (no lesson). Please read and analyze all the materials provided so far, exceptionally the MMG competition reports as a new MMG competition game will start in the next lesson (16 <sup>th</sup> April 2019)
<b>10.</b>	Spring break (no lesson)
<b>11.</b>	Neptun test: multiple choice test about BSC and MMG BSC: continuous work MMG – competition mode II – decision 1 Report 8: MMG – Strategic plan
<b>12.</b>	Neptun retake test BSC: continuous work MMG – competition mode II – decision 2 and 3 Report 9: BSC – Forecasting details
<b>13.</b>	BSC: continuous work MMG – competition mode II – decision 4 and 5 Report 10: BSC – Harmonization of scenario-production-marketing

<b>14.</b>	BSC: continuous work MMG – competition mode II – decision 6 (end of second competition MMG game) Closing the course, finalizing the marks
<b>Rationale Including Aims:</b>	The rationale of the Business Simulation Workshop is to provide an interactive learning tool for the acquisition of such managerial skills that are missing from traditional education. A business simulation demonstrates the connections between the different functional areas of a company, integrates them and allows for a comprehensive view, to see the “big picture”. The management (participants) operates a simulated firm, tries strategies, starts-up a business.
<b>Learning Outcomes: Knowledge</b>	The successful students will be able to Understand the connection between functional areas of a company, Analyze the competitive market elements, Critically analyze the company’s market position and competing power, Evaluate the viability and flexibility of a company, Understand environment-conscious strategies.
<b>Learning Outcomes: Skills</b>	This module will call for the successful student to demonstrate Formulate strategy, Recommend how to manage a firm, Evaluate production, marketing and accounting data, Formulate decisions in uncertainty, Judge environment-conscious strategies
<b>Teaching and Learning Strategies:</b>	This module is delivered by using a four hour workshops. Estimated Avg. Contact Hrs/week for students for the following activities Lecturer:0.0, Seminars:0.0, Tutorials:0.0, Workshops:4.0, Rehearsals:0.0, Other:0.0, TOTAL HRS: 4.0



<b>Assessment Scheme:</b>	<p>BSC: <b>max. 55 points</b> in total.  BSC levels: <b>max. 55 points</b>, 10 points per accomplished levels for levels 1-5, 5 points for accomplished level 6. No points are given for further accomplished levels.  MMG: <b>max 55 points</b> in total.  MMG is played in student groups. All group members receive the same amount of points.  MMG test mode: this is for training only, so no points are given for this.  MMG competition mode: two competition mode games will be played, <b>max. 27.5 points</b> can be received for each game based on the actual performance in the MMG simulation game. The points are calculated by the following formula using the cumulated points found in the evaluation part of the MMG report: (your points)/(winner's points)*27.5.  Summary: <b>max. 110 points</b> can be given in total.  100 points are considered 100% when assessing the final marks.  Minimum requirements of the course:  70% participation level,  During the semester students has to succeed (61%+) in a multiple-choice test to successfully complete the course. No points are given for the test in the evaluation – this is a precondition of the course,  BSC single player level 1 should be completed.  In the case of low participation level – below 70% - the student fail, no retake possibility.  If students could not get 51 points from the 110 points allowed, then he or she fails the course. In this case there is no retake possibility, because team work is needed for playing games (getting points).  Retake is allowed, if  Student failed the multiple-choice test, and  BSC single player mode level 1 is not completed.  There are ten short assignments during the course, completed by teams to the end of the class. <b>5 points are deducted for each missing assignment from the final points of the team.</b></p>
<b>Core Learning Materials:</b>	<p>Kiss, T. <i>Player's Guide to the Business Simulation Challenge</i>  J. Bernard Keys, Robert A. Wells (1998) <i>The Multinational Management Game TM : A Simuworld TM of Global Strategy</i>, MICRO Business Publ.  Kiss, T. (2003) <i>Business Simulation Challenge</i>, A Green Business Simulation, <i>PTE KTK University Press</i>.</p>
<b>Optional Learning Material:</b>	<p>Kiss, T. (2003) <i>Greening Curriculum – a Business Simulation Example</i>  6th International Copernicus Conference, Pécs, Hungary (in English)  Kiss, T (2006) <i>The Effect of a Green Business Simulation on Students</i>.  International Journal of Environmental, Cultural, Economic and Social Sustainability, Volume 1, Issue 5, 2005/2006, pp. 189-196 Melbourne, Australia</p>
<b>Useful links:</b>	<p><a href="http://www.microbuspub.com/mmjpg7.htm">http://www.microbuspub.com/mmjpg7.htm</a>  <a href="http://www.ingentaconnect.com/content/mcb/026/1994/00000013/00000008/art00003;jsessionid=3e37ukrk6tqfp.alice">http://www.ingentaconnect.com/content/mcb/026/1994/00000013/00000008/art00003;jsessionid=3e37ukrk6tqfp.alice</a>  <a href="http://compsimgames.about.com/od/businesssimfree">http://compsimgames.about.com/od/businesssimfree</a>  <a href="http://compsimgames.about.com/cs/businessgames/tp/business.htm">http://compsimgames.about.com/cs/businessgames/tp/business.htm</a></p>

Code		B12PSB04E		Credit	7
Module Title:		FINANCIAL ANALYSIS			
Module Leader:		Mónika Kuti, Ph.D.	Office Hours:	To be requested	
Telephone:		72/501-599 / 23126	E-mail:	kutim@ktk.pte.hu	
Short Description:		Introduction to financial analytical tools and valuation methods			
Sessions (weeks):					
Schedule is tentative and subject to change!					
1.	Financial Position and Corporate Strategy Reflection of corporate strategic decisions in financial statements, role of corporate reporting in strategic signaling				
2.	Advanced Financial Statement Analysis Sophisticated variety of financial ratios, adjustments to basic ratios, alternative versions of ratio pyramids, impact of strategic decisions on financial ratios				
3.	<b>Earnings Management Techniques</b> Conflict of interest between stakeholders over corporate reporting, costs of financial reports (lemon costs, strategic disadvantage, political costs, etc.), earnings quality, smoothing techniques				
4.	<b>Financial Planning</b> External funds needed, value-based financial planning, expectations management				
5.	<b>Students' presentations (Project 1)</b>				
6.	<b>Basic Measures of Value Creation</b> Rappaport's value drivers, basic economic value added (EVA), shareholder value				
7.	<b>Capital Structure Decision in Practice</b> Advantages and disadvantages of corporate debt, life cycle approach, cost of capital approach, return differential approach, sector approach, covenants				
8.	<b>Credit and Risk Analysis</b> Liquidity vs. long term solvency, risk types, risk matrix, bankruptcy models				
9.	<b>Students' presentations (Project 2)</b>				
10.	Mergers and Acquisitions Motives behind M&A transitions, synergetic effects				
11.	Dividend Policy and Stock Repurchases Dividend puzzle, dividend irrelevance, agency costs, life cycle theory, dividend signaling theory, choice between dividend payment vs. stock repurchases				
12.	<b>Students' presentations (Project 3)</b>				
Rationale Including Aims:		The program aims to present the importance of analytical tools in detecting corporate financial health. The module uses several financial models and approaches to provide students with experience of how a firm can integrate key value drivers in corporate success.			
Learning Outcomes: Knowledge		By the end of this module successful students will be able to Demonstrate the impact of corporate strategy on financial statements. Critically evaluate several levels of strategic decisions behind financial ratio trends. Analyze the problem of the conflict of interest in corporate reports. Identify the role of profit sustainability in corporate value creation. Assess the relevance of corporate capital structure theories in corporate financial choices. Explain the significance of credit risk analysis for banks and bondholders. Select the motives for dividend payment vs. stock repurchases.			

<b>Learning Outcomes: Skills</b>	The course helps students understand how to Select relevant financial ratios to detect earnings management efforts. Define key value drivers. Apply several bankruptcy models for predictive purposes. Prepare a risk matrix for a company to identify major risk factors as an input to financial planning process. Evaluate performance measures of M&A transactions.
<b>Teaching and Learning Strategies:</b>	This module utilizes a learner-centered approach, employing directed reading, resource-based learning and online tutorial guidance as primary supports. Students are required to undertake research on a chosen company and related industry, to analyze financial data from finance.yahoo.com website on a continuous basis, to apply relevant corporate finance theories in practice, and to highlight the limitations of financial models in their oral presentation. The progress with the material will be monitored by step-by-step projects which have to be presented in class.
<b>Assessment Scheme:</b>	Formative feedback will be provided on-line via Coospace after uploading the projects and holding an oral presentation. Summative assessment consists of four of components selected in order to ensure students demonstrate an overall understanding of relevant concepts and techniques as well as the ability to apply and critique them in appropriate contexts. As a general rule, minimum 50% is required on each component. Project deadlines will be announced via Coospace. The four assessment components are: <u>First project</u> (15 points). This requires students to make a strategic and accounting analysis of a chosen company, detecting possible earnings management techniques. This will address learning outcomes 1, 2, 3, and 8. <u>Second project</u> (20 points). This covers complex financial ratio analysis, students are required to explain the processes behind ratio trends in detail. This will address learning outcomes 4, 8, and 9. <u>Third project</u> (15 points). The task is capital structure and dividend policy analysis. This will address learning outcomes 5, 6, 7, 10, and 11. <u>Final exam</u> (50 points). This exam will assess the fundamental knowledge and understanding of the breadth of the syllabus. Feedback will be provided following completing of the exam. This will address all learning outcomes.
<b>Core Learning Materials:</b>	Kuti, Mónika: Financial Analysis – online course Damodaran, Aswath (2011): Applied Corporate Finance. Wiley and Sons Bragg, Steven M. (2012): Business Ratios and Formulas. Wiley and Sons Clauss, Franz Joachim (2010): Corporate financial analysis with Microsoft Excel. New York, McGraw Hill.
<b>Optional Learning Material:</b>	Damodaran's website: <a href="http://pages.stern.nyu.edu/~adamodar/">http://pages.stern.nyu.edu/~adamodar/</a>

<b>Code</b>	<b>B12KMB02E</b>	<b>Credit</b>	<b>7</b>
<b>Term:</b>	<b>6<sup>th</sup> semester</b>	<b>Level:</b>	<b>6</b>
<b>Module Title:</b>	<b>ADVERTISING AND SALES PROMOTION</b>		
<b>Module Leader:</b>	<b>Dr. Ákos Nagy,</b> assistant professor	<b>Office Hours:</b>	Tuesdays: 13.00 -14.00

<b>Telephone:</b>	72 / 501-599 / 23133	<b>E-mail:</b>	<a href="mailto:nagya@ktk.ptt.hu">nagya@ktk.ptt.hu</a>
<b>Short Description:</b>	This course is designed to help you develop an overall perspective of advertising as a communication process and the relationship of advertising to the marketing process. Specifically, you should gain knowledge in the resources and tools that are available to advertisers and how these are used to make strategic advertising decisions. You should also gain an awareness of the role of advertising within society and the marketplace in general and the relationship between advertising and the individual consumer in particular.		
<b>Sessions (weeks):</b>			
<b>The schedule is tentative, and subject to change!</b>			
1.	Orientation - The Concept of Advertising		
2.	Advertising and the Marketing Process, IMC, Advertising Background		
3.	Planning and Strategy I. – II.		
4.	Creative side of advertising I. –II.		
5.	Media planning		
6.	Print Media, Broadcast Media		
7.	Midterm exam		
8.	Interactive Online Media I.		
9.	Interactive Online Media II.		
10.	Promotions, Retail, B to B, International Advertising		
11.	Direct Response Marketing		
12.	Public Relations		
13.	Group presentations		
<b>Rational including aims:</b>	The course is divided into five broad, but overlapping and interactive areas. The first deals with advertising and its role in our society and the marketplace, with particular emphasis on its relationship with the consumer. Second, we will examine the components of the advertising process including research, market analysis, product investigation, marketing strategies, consumer behaviour, and the communication process. Third, the function of media as carriers of advertising messages will be examined including gaining an understanding of media characteristics, audience characteristics, and the determination of media effectiveness. Fourth, the creation and production of advertising for the various media, the creative process, creative strategy, and campaign planning will be discussed. Fifth, the role of advertising and other marketing communication elements working together in the marketplace to assist brands to grow. Although it is useful in the study of advertising to divide it into these areas, it is also important at the outset of this course that you recognize the interrelationship of these areas and the dependency of one upon the others.		
<b>Learning Outcomes: Knowledge</b>	On completion of this module the successful student will be able to: critically evaluate the areas that need to be addressed in planning an advertising campaign; apply relevant advertising concepts and techniques in managing a business; understand how planning, organizing and control activities impact on a successful advertising campaign; demonstrate how IMC elements can be integrated in order to gain a competitive edge.		

<b>Learning Outcomes: Skills</b>	This module will call for the successful student to demonstrate: ability to plan effective IMC campaigns for a brand; positive contribution to group (team) working; creative thinking, problem solving abilities in the field of advertising; appropriate evaluative judgments of advertising campaign ideas and elements.
<b>Teaching and Learning Strategies:</b>	Because advertising is a practical discipline that involves art as much as science, this course will be taught through a combination of lectures on the concepts and principles, discussion of their applications and analyses of some significant marketing (advertising) issues. Students' reflections on the day's material and their contributions to the discussion are considered important elements of the learning process. Therefore, students are strongly advised to come prepared. Students are expected to have read in advance of class the chapter assignments so that we may have meaningful discussions in class and we can address any questions you might have regarding the material. The module will be taught through lectures, and seminars. Students will have to prepare individually and in teams for the sessions.
<b>Assessment Scheme:</b>	The four assessment components are: Team projects (15 %) (Weeks 1-7 and 9-13): This requires students to form groups (fictional advertising agencies), conduct planning activities and present their advertising decisions based on each week's assignment. This will address learning outcomes (K2, K3, K4, S1, S2, S3). Group (coursework) presentations (15%) (Week 14): Students will have to integrate their weekly team projects into a final presentation and demonstrate their own brand revitalization campaign. This will address learning outcomes (K1, K3, K4, S1, S2, S3, S4). (Assessments handed after the duration of the deadline can count max. 50% of the originals.) Midterm exam (10%) (Week 8) (Length of the exam: 1 hour): This will assess the fundamental knowledge and understanding of the first 7 lectures and connected chapters of the core learning material. This will include essay-based and multi-choice questions. This will address learning outcomes (K1, K3, K4, S1, S4). Final exam (60 %) (Length of the exam: 1 hour): This will assess the fundamental knowledge and understanding of the breadth of the syllabus. This will include essay-based and multi-choice questions. This will address learning outcomes (K1, K 2, S1, S3, S4).
<b>Core Learning Material:</b>	<b>WELLS-BURNETT-MORIARTY: Advertising &amp; IMC:</b> Principles & Practice, Global Edition, Prentice Hall Europe, Ninth Edition (2011) or later editions

<b>Additional (optional) reading material:</b>	<p><b>Belch And M.A. Belch: Advertising And Promotion: An Integrated Marketing Communications Perspective</b>, Mcgraw Hill, 8/E (2009)</p> <p><b>Arens, William F: Contemporary Advertising</b> Mcgraw-Hill/Irwin; 12 Edition (2008)</p> <p><b>David Ogilvy: Confessions Of An Advertising Man</b>, Southbank Publishing (August 1, 2004)</p> <p><b>Clow, Kenneth E. And Baack, Donald E.: Integrated Advertising, Promotion And Marketing Communications</b>, 5/E (2010)</p> <p>Online magazines:  <a href="http://www.adweek.com/">HTTP://WWW.ADWEEK.COM/</a>  <a href="http://adage.com/">HTTP://ADAGE.COM/</a>  <a href="http://creativity-online.com/">HTTP://CREATIVITY-ONLINE.COM/</a></p> <p>Blogs:  <a href="http://theinspirationroom.com/daily/">HTTP://THEINSPIRATIONROOM.COM/DAILY/</a>  <a href="http://adsoftheworld.com/">HTTP://ADSOFTHEWORLD.COM/</a>  <a href="http://adrants.com/">HTTP://ADRANTS.COM/</a>  <a href="http://www.adverblog.com/">HTTP://WWW.ADVERBLOG.COM/</a>  <a href="http://scaryideas.com/">HTTP://SCARYIDEAS.COM/</a></p>
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### C: Elective Modules

Code	B12GMC13E		Credit	3
Term:	1 <sup>st</sup> semester	Level:	4	
Module title:	VISUALISATION WITH SPREADSHEETS			
Module leader:	Dr. Ferenc KRUSZLICZ, PhD. Associate professor	Office Hours:		
Phone:		E-mail:	<a href="mailto:kruzsliz@ktk.pte.hu">kruzsliz@ktk.pte.hu</a>	
Short description:	We recommend this course for participants who have a sound working knowledge of Excel building functional models by using spreadsheet formulas. This course aims to increase your productivity by providing the skills and knowledge to create attractive and informative business charts, and to use programming VBA code in Excel effectively. The course helps to recognize different way of unethical data misinterpretation mistakes and when someone is lying with charts. After the course you will be able to develop simple dashboards, and to write, run and test macros, automate processes by assigning macros to buttons, creating user-defined functions such as declaring variables, using statements and creating user defined functions and forms. We will cover a wide range of advanced real life spreadsheet modelling problems to build up skills, learn fair use of visualization tools and VBA programming techniques.			
Sessions (weeks):				
The schedule is tentative, and subject to change.				
DATA VISUALISATION				
1	INTRODUCING CHARTS IN EXCEL (CREATING AND EDITING CHARTS. COLOURS AND TEMPLATES)			



2	CUSTOMIZING CHARTS (ELEMENTS AND FORMATTING, SERIES AND MARKERS)
3	CHARTS WITH TRENDS (TRENDLINE, FORECASTING, SCATTER MATRIX)
4	CHARTS OF DIFFERENCES (COMPONENT COMPARISON, WATERFALL CHARTS)
5	CHARTS OF RELATIONSHIPS (PAIRED MATCHING, CORRELATION, RADAR CHARTS)
6	STOCK ANALYSIS CHARTS (STOCK DATA STRUCTURE, OHLC AND CANDLESTICK CHARTS)
7	<b>MIDTERM 1</b>
<b>VISUALIZATION WITH VBA</b>	
8	ADVANCED CHART TECHNIQUES (DYNAMIC CHARTS WITH SCROLLING)
9	PIVOT CHARTS (DATA CUBES AND PIVOTING, FILTERING AND OLAP OPERATORS)
10	VISUALIZATION WITHOUT CHARTS (ASCII ART, USING ICONS, CONDITIONAL FORMATTING, DATA BARS)
11	MAPS, SHAPES AND GRAPHS (GEOGRAPHICAL DATA PLOT, SMART ART)
12	ADVANCED CHARTING WITH VBA (EXPORTING, CREATING INTERACTIVE AND DYNAMIC CHART)
13	<b>MIDTERM 2</b>
<b>Rationale, including aims:</b>	This course allows participants to gain practical experience with chart design and corresponding VBA through a series of practice sessions and problem solving workshops. The instructor will take students through various learning outcomes and then consolidate each laboratory work with hands on examples whereby students can utilize the tools provided and apply them in various decision making and programming situations. The course starts with learning how to use advanced charting tools of Excel, then goes on to learn to write VBA programs to help in professional modelling and visualization. VBA is important even in financial industry, because its integration into Microsoft Office, especially Excel. You will probably need to use VBA if you go into a financial or insurance company. Generally knowing how to design beautiful charts is a definite advantage for your future career.
<b>Learning outcomes: Knowledge</b>	Analyse and understand business models, written in well-structured Excel. Automate and control models by recording and writing VBA programs. Solve business problems by using a wide range of advanced Excel functions and objects. Adjudge visualization quality of charts and graphical data representation. Support management decisions with Excel as a DSS application. Evaluate the role data issues (quality, errors) in decision making, research and investigations.
<b>Learning outcomes: Skills</b>	Construct and organise large, complex datasets and decision models. Write VBA programs to automate and control an Excel model. Handle and filter data of different types with advanced spreadsheet techniques. Add value to models and support management decisions with VBA programming and advanced analytical techniques. Produce high quality, dynamic charts and effective data summaries.



<b>Teaching and Learning Strategies:</b>	Due to time constraints, the tutor will not be able to give you a lot of details. You will need to read the reference books yourself, probably accompany with exercises, if you want to learn further. Learning computer related technologies is like this: First you encounter a problem. Then you need to find a solution to overcome your problem. So you scan through sections of reference books or browse the web to find possible ways to reach the solution. Next you come up with several possible ways to solution and you study the details. Finally you work out the solution. At this point you will have learned a lot relating to your problem.
<b>Assessment Scheme</b>	The two midterm exams will test all knowledge and skill elements. Midterm exam: 40%                      Final exam: 60%
<b>Core Learning material</b>	B. Jelen: Charts and Graphs: Microsoft Excel, Que, 2007/2010/2013 Tutorial notes and hand-over exercise texts
<b>Optional learning material</b>	B. Jelen, T. Syrstad: VBA and Macros Microsoft Excel, Pearson, 2010 M. Alexander, J. Walkenbach: Excel Dashboards and Reports, Wiley, 2010 R. Bovey, D. Wallentin: Professional Excel Development, Pearson, 2009 Wayne L. Winston: MS Excel 2010 Data Analysis and Business Modeling, MS Press, 2011 G. Knight: Analyzing Business Data with Excel, O'Reilly, 2006 P. Cornell: Excel as Your Database, Apress, 2007 B.D. Bissett: Automated Data Analysis Using Excel, CRC, 2007
<b>Terms of reference</b>	<b>Macro:</b> Tool for improving the efficiency of spreadsheets through automation. <b>VBA:</b> Visual Basic for Application Microsoft programming extension
<b>Relevant Web-sites</b>	Getting Started with VBA in Excel 2010 <a href="http://msdn.microsoft.com/en-us/library/ee814737.aspx">http://msdn.microsoft.com/en-us/library/ee814737.aspx</a> Pearson: Your Source for Excel Development <a href="http://www.cpearson.com/excel/mainpage.aspx">http://www.cpearson.com/excel/mainpage.aspx</a> Microsoft Excel Tips & Solutions from MrExcel <a href="http://www.mrexcel.com">http://www.mrexcel.com</a>

<b>Code</b>	<b>B17GMC11E</b>		<b>Credit</b>	<b>3</b>
<b>Term:</b>	1 <sup>st</sup> semester	<b>Level:</b>	4	
<b>Module Title:</b>	BOOMS AND CRISES IN THE EUROPEAN ECONOMY			
<b>Module Leader:</b>	Zoltán Kaposi, Dr. Professor			
<b>Instructors:</b>	Csaba Lakócai PhD candidate Márton Pelles PhD candidate	<b>Office Hours:</b>	Please ask for an appointment in email.	
<b>Telephone:</b>		<b>E-mail:</b>	<a href="mailto:lakocai.csaba@ktk.pte.hu">lakocai.csaba@ktk.pte.hu</a> ; <a href="mailto:pelles.marton@ktk.pte.hu">pelles.marton@ktk.pte.hu</a>	
<b>Short Description:</b>	The course focuses on the main stages and tendencies of the modern economic history, including socio-cultural implications, from the beginning of the industrialization until our days, with special focus on Europe but within global context. The main objective is that, by the end of the semester, the students have a wide range of knowledge and general understanding about the subject.			
<b>Sessions (weeks):</b>				
<b>Schedule is tentative and subject to change.</b>				

Week	Topic content
1.	Development of market economy in Europe until 1914. The first and the second industrial revolution
2.	Economic development between the World Wars
3.	The 1929 Great Depression and its consequences.
4.	Keynesian Economics; Economic policy in Britain
5.	Crisis management and recovery in the USA: the New Deal
6.	Economic systems of the totalitarian regimes between the World Wars
7.	<b>First term paper</b> which takes 30% of the final grade
8.	Economic recovery in Europe after the Second World War
9.	The Golden Age of economic growth during the 1950s and 1960s
10.	Development and functioning of the European economic integration. Planned economies in Eastern Europe
11.	The 1973 oil crisis and its economic consequences
12.	The end of the cold war. New stage of globalization and global inequalities
13.	The 2008-2009 world economic crisis and its implications.
14.	<b>Second term paper</b> which takes 70% of the final grade
<b>Rationale Including Aims:</b>	The course aims to introduce the modern economic processes and theories within a historical approach and context. By the acquired knowledge, the students will have a general understanding about the subject and they can better understand the current European and global economic and political context.
<b>Learning Outcomes: Knowledge</b>	General understanding of the economic processes General understanding of different economic theories General knowledge about the modern European and global economic history
<b>Learning Outcomes: Skills</b>	Ability of analytical and critical thinking about economic policy issues Ability to use appropriate terminology
<b>Teaching and Learning Strategies:</b>	After presenting a topic there are open discussions about the subject at the end of each lesson.
<b>Assessment Scheme:</b>	<b>First term paper: 30%</b> (K1, K3, S2) <b>Second term paper: 70%</b> (K1, K2, K3, S1, S2)
<b>Required material:</b>	Presentation slides on Neptun Marján, Attila (ed.) (2014): <i>European Economic and Monetary Integration</i> . National University of Public Service Institute of International Studies, Budapest. pp. 59-72. ISBN: 978-615-5305-69-6 Tipton, Frank B. – Aldrich, Robert (1987): <i>An Economic and Social History of Europe 1890-1939</i> . Baltimore. pp. 9-70; 163-199. ISBN 10: 033336807X Tipton, Frank B. – Aldrich, Robert (1987): <i>An Economic and Social History of Europe from 1939 to the present</i> . Baltimore. pp. 112-165; 235-270. ISBN 10 0333423712

<b>Optional material:</b>	<p>Berend, Ivan T. (2012): <i>An economic history of nineteenth-century Europe: diversity and industrialization</i>. ISBN: 9781107030701</p> <p>Cameron, Rondo (1989): <i>A Concise Economic History of the World. From Paleolithic Times to the Present</i>. New York, Oxford. pp. 189-399. ISBN: 0-19-504677-3</p> <p>North, Douglass C. (2010): <i>Understanding the Process of Economic Change</i>. Princeton. pp. 1-8 ISBN: 9781400829484</p> <p>Reinhart, Carmen M. – Rogoff, Kenneth S. (2009): <i>This Time is Different. Eight Centuries of Financial Folly</i>. Princeton. pp. 1-20. ISBN: 9780691152646</p>
<b>Useful websites:</b>	<a href="https://neptun-web2.tr.pte.hu/oktato/main.aspx?ctrl=VS_Document_gadDet&amp;issub=true">https://neptun-web2.tr.pte.hu/oktato/main.aspx?ctrl=VS_Document_gadDet&amp;issub=true</a>

<b>Code</b>	<b>B17GMC30</b>		<b>Credit</b>	<b>3</b>
<b>Term:</b>	1 <sup>st</sup> semester	<b>Level:</b>	4	
<b>Module Title:</b>	Game of Stocks			
<b>Module Leader:</b>	Vivien Kleschné Dr. Csapi József Ulbert Klaudia Rádóczy Ákos Tóth-Pajor	<b>Office Hours:</b>	Monday 2-3pm, Faculty of Business and Economics Office B213	
<b>Telephone:</b>	<b>+36 72/501-500/23130</b>	<b>E-mail:</b>	<a href="mailto:radoczy.klaudia@ktk.pte.hu">radoczy.klaudia@ktk.pte.hu</a>	
<b>Short Description:</b>	Game of Stocks is a virtual stock market competition for students, who wants to acquire some knowledge in the field of equity investment. The purpose of the course is to promote financial literacy and self-care among the students of the University of Pécs, connect students with future employers through networking events, and develop them into exceptional analysts concerning equities. The course provide real world financial experience in the field of equity investment. Thus, it prepares students for the real world investment and analysis situations. The course is designed to teach the students specific competencies they will need in the financial workforce. During the course students can acquire basic finance knowledge to improve their financial literacy, provide course practice in programming and mathematical application, such as algorithms, technical and fundamental analysis, and give students the specific competencies finance firms look for in employees. The course allows students to have the skill set, which makes them able to take care about their own real world finances, and to acquire jobs as financial analyst or stock market traders.			
<b>Sessions (weeks):</b>				
<b>Schedule is tentative and subject to change.</b>				
<b>Week</b>	<b>Topic content</b>			
1.	Game of Stocks Kick Off Event 19 <sup>th</sup> September 2018			
2.	Workshop on money management			
3.	Psychology of trading			
4.	Basics of fundamental analysis and buy and hold strategies			

5.	Basics of technical analysis
6.	Basics of asset pricing
7.	Guest speaker series: Risk Management (Morgan Stanley)
8.	Course practice on programming and mathematical applications
9.	Workshop on day trading, algorithm trading
10.	<i>Workshop on successful investment strategies</i>
11.	Recruitment workshops: Morgan Stanley, BlackRock, Budapest Stock Exchange
12.	Award ceremony of the Game of Stocks Competition
<b>Rationale Including Aims:</b>	This module aims to examine theories and practices of equity investment. Game of Stocks is a virtual stock market competition with the purpose to promote financial literacy and self-care among the students of the University of Pécs, to connect students with future employers through networking events, and to develop them into exceptional analysts concerning equities. The course provides real world financial experience in the field of equity investment. Thus, it prepares students for the real world investment and analysis situations.
<b>Learning Outcomes: Knowledge</b>	On completion of this module, the successful student will be able to: Apply analytical methods for equity valuation; Model the fundamental value of an equity; Apply technical analysis to assess the performance of an equity;
<b>Learning Outcomes: Skills</b>	On completion of this module, the successful student will be able to: Develop investment strategies concerning equity investments; Judge the risks of an investment; Criticise the applicability of the different investment strategies.
<b>Teaching and Learning Strategies:</b>	In every week, we organize guest lectures about one of the syllabus topics. We choose guest lecturers from the corporate partners of our university, but we also provide opportunity for the faculty members with similar research interest. Students have to take part in a stock market competition, which is organized on the MarketWatch Virtual Stock Exchange, where they can challenge themselves by developing their own investment strategy based on real time data. The students participate at the weekly meetings, workshops and guest lectures, where they can acquire the crucial skillset needed to make their own investment decisions and they can discuss the results of their investment strategies. In one of the weekly meetings, students have to deliver a presentation about their investment decisions on the virtual stock exchange. After the presentation, we discuss the pros and cons of their decisions with them, so they get oral feedback about their investment decisions and presentation technique. This discussion is an opportunity for the students to ask questions, which clarify the covered topics before preparing their final report. At the end of the semester, students have to write a report about their investment policy. On the last weekly meeting, we organize a "coursework surgery" to provide feedback about the drafts of their investment policy report. If the finalized report is not accepted, students have the opportunity to rewrite the report until the end of the exam period.

<b>Assessment Scheme:</b>	<p>Individual presentations about investment decisions made on the virtual stock exchange (20%) in Weeks 2-12 Students have to deliver a 5-minute presentation about their investment decisions made on the virtual stock exchange, in which they describe the analytical methods they used to evaluate the equities and they outline their money management strategy. (S1, S2, S3)</p> <p>Individual 2500 word report (80%) Students have to write a report about their investment policy, in which they describe the specific attributes of their investment policy (time horizon, levels of diversification, currency of settlements, etc.) and they evaluate their performance on the virtual stock exchange based on the absolute and risk-adjusted returns. In the report, students have to outline the psychological aspects of their decisions and they have to assess the risks involved in their investment policy. We notify students about the acceptance of the report in 3 days after the submission. If the report is not accepted, students have the opportunity to rewrite the report once after the rejection until the end of the exam period. (K1, K2, K3)</p>
<b>Required material:</b>	Zvi Bodie, Alex Kane, Alan J. Marcus: "Investments", Sixth Edition, Irwin, 2005.
<b>Optional material:</b>	<p>Warren E. Buffett: Berkshire Hathaway letters to shareholders 1965-2017 <a href="http://www.berkshirehathaway.com/letters/letters.html">http://www.berkshirehathaway.com/letters/letters.html</a></p> <p>Benjamin Graham: The intelligent investor</p> <p>Peter L. Bernstein: Capital Ideas: The Improbable Origins of Modern Wall Street</p> <p>Damodaran: Investment Valuation</p> <p>Walter Isaacson: Steve Jobs</p> <p>Seth Klarman: Margin of safety</p> <p>Edwin Lefèvre: Reminiscences of a Stock Operator</p> <p>Jack Schwager: Market Wizards series</p> <p>Thomas J. Stanley és William D. Danko: The Millionaire Next Door</p> <p>T. Harv Eker: Secrets of the Millionaire Mind</p> <p>George Soros: Alchemy of Finance</p>
<b>Useful websites:</b>	-

<b>Code</b>	<b>B17GMC13E</b>			<b>Credit</b>	<b>3</b>
<b>Term:</b>	1 <sup>st</sup> semester		<b>Level:</b>	4	
<b>Module Title:</b>	Experience economy and healthcare				
<b>Module Leader:</b>	Beatrix Lányi assistant professor (module leader) Alexandra Prisznyák PhD Student (instructor)		<b>Office Hours:</b>		
<b>Telephone:</b>	Mobile:0036 20 4426944		<b>E-mail:</b>	alessia.prisznyak@gmail.com	

<b>Short Description :</b>	The module is designed to provide an overall picture about today's hypercompetitive experience economy with Healthcare in the center as a socially and economically important sector of any economy all over the world. Regarding to the paradigm shift in technology – which is usually referred as Industry 4.0 at industrial level and accordingly Health 4.0 in Healthcare - businesses should be prepared for the changing conditions in their micro- and macroeconomic environment. By using artificial intelligence, machine learning, IoT, cloud systems, and a host of others, tomorrow's winning operations build up based on today's changing customer needs. With an outstanding attention on healthcare's changing business model, example shift from patient to customer centricity and its consequences, student's get an appropriate understanding on what is meant by consumer driven "value creation and delivery" in Healthcare. By identifying the main value drivers of pharmaceutical companies and the observation of their transformation, students will be able to recognize and work out specific strategic recommendations for different industries' players as well.
<b>Sessions (weeks):</b>	
1.	Experience & Transformation economy I.- An Introduction <i>Discussion papers (1):</i> Past, Present and Future of Services
2.	Experience Journey of a Customer – <i>Teamwork (1)</i> Customer Experience Journey Mapping
3.	Experience & Transformation economy II. – Healthcare perspective Experience Journey of a Patient <i>Discussion papers (2)</i>
4.	Disruptive Technology - Industry 4.0, Health 4.0 - Paradigm shifting, Industry trends
5.	Value creation - Stakeholder value and Shareholder value
6.	Digital era & Healthcare industry players - <i>Teamwork (2)</i> Healthcare technology entities and their value creation through operation
7.	Pharmaceutical Industry I. – Industrial overview Brand Name vs. Generic Pharmaceutical Manufacturing Classification of companies by focus area, main strategies in the industry, systematic, non-systematic risks, main trends and regulations
8.	Pharmaceutical Industry II. – Main players in Hungary An overview of Gedeon Richter Plc. (brand name drug producer)
9.	Generic Pharmaceutical Companies - <i>Teamwork (3)</i>
10.	<i>Presentations</i> on the selected Generic Pharmaceutical company
11.	Business ethics related questions Value based pricing; "Customer or Patient?", Data protection
12-13.	<i>Final Presentations</i>



<b>Rationale Including Aims:</b>	<p>To provide an understanding on the business model changing effects of today's transformation economy regarding to micro- and macroeconomic context of healthcare sector and pharmaceutical industry.</p> <p>To understand risks and opportunities of our new digital era and using its pillars as a tool for managing business transformation.</p> <p>To understand the necessary steps businesses should carry out in order to understand and react proactively to the changing needs of customers to increase their value creation level through profitability, loyalty, operation efficiency, and so on by using "disruptive technology".</p>
<b>Learning Outcomes: Knowledge &amp; Skills</b>	<p>On completion of this module the successful student will be able to:</p> <p>understand the importance of business perspective change regarding to the digital era and new generation's needs</p> <p>understand the changing customer's needs through customer journey mapping and flow chart creation</p> <p>identify the customer's touchpoint of the given service and the value drivers of any business process regardless of industry</p> <p>analyze the main players of pharmaceutical industry from value creation perspective</p> <p>provide a critical outline of the development of healthcare services by examining healthcare technology companies</p> <p>provide relevant business and management suggestions for an effective consumer driven health system</p>
<b>Assessment Scheme:</b>	<p>Teamwork (1) - (15 %) - Experience Journey of a Customer</p> <p>Teamwork (2) - (15%) - Digital era &amp; Healthcare industry players</p> <p>Teamwork (3) - (30%) - Generic Pharmaceutical Companies</p> <p>Final presentation (40%)</p>
<b>Learning material:</b>	<p>Prisznyak, A.: "Experience Economy and Healthcare", 2019</p> <p>(electronic learning material, available in Neptun)</p>

<b>Code</b>	<b>B17GMC10E</b>		<b>Credit</b>	<b>3</b>
<b>Term:</b>	1 <sup>st</sup> semester	<b>Level:</b>	4	
<b>Module Title:</b>	FDI PROJECT			
<b>Module Leader:</b>	Zsófia Ásványi (UP) Stephan Plat (HAN)	<b>Office Hours</b>	Wed: 11-12	
<b>Telephone:</b>	+36 72 501-599 / 63114	<b>e-mail:</b>	asvanyizs@ktk.pte.hu	



<b>Short Description:</b>	<p>The goal of 'FDI Project' module is to provide a rich learning context to students in an international environment. They will understand the different aspects of doing FDI or any other entry strategies, with the help of virtual lectures made by Dutch- and Hungarian professors joined by international virtual team-meetings supervised by Hungarian and Dutch tutors. By the end of the semester, students need to advise the management of a listed multinational company on whether or not it should start an FDI (or any other entry strategies) in a specific country. The students are to write an integrated advisory report and conduct a brief presentation in English on their recommendations at the end of the semester. The goal is also to improve generic competence of English language skills, intercultural-, presentation- and negotiation skills of bachelor students.</p> <p><b>Key-words and concepts:</b> FDI, possible entry strategies, political-, economic-, commercial-, socio-cultural risks of FDI.</p>
<b>Sessions (weeks):</b>	
<b>Schedule is tentative and subject to change!</b>	
1.	Kick-off lecture, outline of the course, team formation, team contract
2.	Virtual Team-meetings: Report to the Company Coach on outcomes of the management team contract, teamwork. Introduce the professional team as a consultant company (create an own website) (30 min per team) Lecture on Internal Analysis of Company (HAN)
3.	Virtual TMs: Report on outcomes of the Internal analysis (S&W) (30 min per team) Lecture on Political & Legal Risks of an FDI (HAN)
4.	Virtual TMs: Report on outcomes of the Political & Legal risks of the host country (O&T) Lecture on Lecture Economic & Currency Risks (HAN) / Hungarian Economic Climate (UP)
5.	Virtual TMs: Report on outcomes of economic risks of the host country (O&T) Lecture Socio-Cultural Risk of an FDI (HAN)
6.	Virtual TMs: Report on outcomes of the Cross-Cultural Risks of the host country (O&T) Lecture Commercial Risk of an FDI (HAN)
7.	- Lecture on HRM/Labour Law Risks of an FDI in Hungary (UP) / Fall Break at HAN
8.	Fall Break at UP
9.	<b>Multiple choice exam on lecture topics</b>
10.	- MC retake / English language course for UP students
11.	- English language course for UP students & finalizing report
12.	- English language course for UP students & finalizing report
13.	English language course for UP students & finalizing report
14.	<b>HANDING IN REPORT</b> <b>Start of Project Presentations and MT meeting (45 min. per group), Peer assessment</b>

<b>Rationale Including Aims:</b>	<p>In this module we set ourselves the challenge of bringing intercultural adaptability into the programme, and let students cope with the real personal, communication and cultural challenges professionals face in interacting in a multinational team and an international business setting.</p> <p>The module entails that students explore the possibilities of a foreign direct investment (FDI) for a Dutch or German company in Hungary in a form of a simulation.</p> <p>This module aims to introduce students to possible FDI practices through rich learning environment by providing them:</p> <ul style="list-style-type: none"> <li>theoretical framework of international business &amp; FDI / other entry strategies;</li> <li>the possibility to work on their own chosen FDI project with fellow students in (virtual) international groups;</li> <li>facilitated cooperation and mentoring schemes with HAN university staff &amp; students;</li> <li>the opportunity to attend virtual as well as face-to-face lectures and consultations of Dutch professors and students;</li> <li>the experience of being a professional consultant team of a company's management board.</li> </ul>
<b>Learning Outcomes: Knowledge and Skills</b>	<p>On the successful completion of the module students will be able to:</p> <ul style="list-style-type: none"> <li>understand the fundamentals of FDI and doing business abroad;</li> <li>execute project work and understand different group roles;</li> <li>work in multi-cultural business setting;</li> <li>cooperate with fellow students from a distance via ICT tools;</li> <li>demonstrate knowledge in social skills, management, organizational behaviour, marketing, economics, law, HR and English;</li> <li>apply analytical frameworks;</li> <li>understand FDI related management decisions.</li> </ul>
<b>Teaching and Learning Strategies:</b>	<p>Dutch, Hungarian and international students participate in the same virtual lectures in English (International business awareness).</p> <p>All students participate in weekly management team (MT) meetings, during which they update the MT on their findings and progress (30 minutes per project team). Each group will be assigned a 'Company Coach' for coaching on the process and teamwork.</p> <p>Both HAN and UP will provide supporting English lectures on vocabulary / writing / presenting / communicating.</p> <p>Mixed groups of Dutch and Hungarian/international students (2 or 3 Dutch, 2 Hungarian/international students in one group) will work on the project.</p> <p>The groups (as external consultants) will present their provisional results and final report with their most important findings to an international board of Professors delegated from the two universities.</p>

<b>Assessment Scheme:</b>	<p>The module assessment consists of the following elements:</p> <p><u>Individual multiple choice test (20%):</u> Exam in English with 80 questions. Content: Lecture presentations based on the chapters by Cavusgil, S., Knight, G., Riesenberger, J. (2017) <i>International Business, the new realities</i> (4<sup>th</sup> edition). Harlow: Pearson.</p> <p><u>Final project paper as group-work (40%):</u> 35 pages at the most, without appendices (see Appendix for further details)</p> <p><b>Content:</b>  <b>Executive summary;</b>  <b>Introduction;</b>  <b>Internal analysis of the company:</b> Extensive description and analysis of the company, by using analytical and in-depth theories and models, resulting in an overview of its main strengths and weaknesses, related to internationalisation / expanding abroad;  <b>External analysis:</b> Extensive analysis of the country with regard to the following risks:  <b>Country risks</b> (government intervention, protectionism, and barriers to trade and investment, bureaucracy and corruption, lack of legal safeguards for intellectual property rights, legislation unfavourable to foreign firms, economic failures and mismanagement, social and political unrest and instability);  <b>Currency or financial risks</b> (currency exposure, asset valuation, foreign taxation, inflationary and transfer pricing);  <b>Commercial risks</b> (competitive intensity, timing of entry).  <b>Cross-cultural risks</b> (cultural differences, negotiation patterns, decision-making styles, ethical practices);  <b>Integrated, well-argued conclusion and strategic recommendations</b> concerning the FDI on the basis of a SWOT analysis and a confrontation matrix.  Prior to the evaluation, the report is subject to a go/no go decision. In order to obtain a 'go' the report should meet the following general requirements:  Appropriate register (style should be fitting for the executive board of a large company);  Correct citation of all sources;  Unity in style and layout;  Correct grammar and spelling;  The report should have a professional cover, a title page with all the relevant details, a table of content and a list of sources;  The report concludes with an integrated SWOT analysis and confrontation matrix, which form the basis for a balanced and well-argued integral advice about whether the company should proceed with the FDI.</p> <p><u>Oral presentation of report to international committee as a group-work (40%)</u>  All elements are to be passed for successful final performance!</p>
<b>Further on Assessment:</b>	<p>For the listed requirements students get extra points (included in 100%):  Groups should design a website for their consultation company by week 2 as part of team-formation.</p>

	<p>Each week a mini-MC test is given to students to check up-to-date knowledge.</p> <p>English language skills are continuously assessed during virtual team meetings and the rehearsal presentation and defense.</p> <p>Students will also be monitored by a Coach and/or English teacher every week (communication skills, negotiation, teamwork, cooperation)</p> <p>Students must participate on weekly VT meetings. Scheme of VT meetings:</p> <p>Short Presentation on the findings of that week's assignment in the form of Opportunities and Threats for the company (5-10 min.)</p> <p>Q&amp;A between professor and team (15-20 min)</p> <p>Summary by the team of the feedback and possible adjustments on the content of the research (5 min)</p>
<b>Core Learning Materials:</b>	Cavusgil, S., Knight, G., Riesenberger, J. (2017) <i>International Business, the new realities</i> (4 <sup>th</sup> edition). Harlow: Pearson.
<b>Articles and Case Studies:</b>	To be uploaded to Moodle if any
<b>Optional Learning Material:</b>	Helen Deresky (2014): <i>International Management</i> (8th edition), Pearson
<b>Useful Websites:</b>	

Code	B17GMC14E		Credit	3
Term:	1 <sup>st</sup> semester	Level:	4	
Title:	SIMONYI SUMMER SOCIAL ENTREPRENEURSHIP PROGRAM			
Leader:	Dr. Zsolt Bedo, PhD. Director Simonyi BEDC Entrepreneurship Center	Mentors:	Péter Fodor, Entrepreneur in Residence, UP Jeffrey Anderson, Senior lecturer, OU Paul Mass, Entrepreneur in Residence, OU	
Telephone:	+36 72 501599/ 23160 +36 30 3547389	Program e-mail:	<u>summersimonyi@ktk.ptk.hu</u>	
Program websites:	<u>http://netmib.ptk.hu/</u> <u>http://simonyisummer.ktk.ptk.hu/</u> <u>http://ivpitch.ptk.hu/</u> <u>https://pecs.hubbub.net/</u>			
Short Description:	This three week international program focuses on value creation in the regional socio-economic environment of the University of Pecs. The program is designed to provide professional support to initiatives that are not supported by either the local or the national government or by the actors of the private sector. These projects that are important value creators in the local socio-economic environment are social entrepreneurship initiatives which have the potential of making a huge difference in the life of the members of the society, and making the region a better place for inhabitants, and for the natural environment. Throughout the program internationally, culturally, professionally diverse teams of students will co-create, co-learn in a practice oriented manner			

	<p>implementing experiential learning techniques with real life projects and project owners from the region, with the support of faculty mentors. Professional mentors will allow the student teams to better imbed the project, and the solution that the team formulates in the local socio-economic context to achieve real results by the end of the program that creates real value.</p> <p>The program is designed that student teams have to formulate “Student Consulting Companies (SCC)” with company profile and visuals, with roles within the company that will work during the program on multiple projects. As the challenges faced by the student teams are real the maximum proficiency will be expected that involves communication, interaction, quality of deliverables.</p> <p>Among many the main objective throughout the program is to build an active, vibrant Entrepreneurial Ecosystem that allows participating individuals to continue co- and value creation after the program is over.</p>
<b>Program period: 24th June – 12th July 2019</b>	
<b>Workdays: Monday to Friday from 09:00 to 16:00. Main Rooms: Simonyi Hatchery</b>	
<i>For details on the schedule, see the Appendix.</i>	
<b>23<sup>rd</sup> June</b>	Opening Banquet
<b>1<sup>st</sup> week</b>	<p>Team formation, Student Consulting Company (SCC, hereafter) creation, creation of the company profile, uploading it to the program platform. Company profile includes:</p> <p>Photos of the individual members, Group photo, Short description of the individual competences, Short description of the company competences, Short introductory video of the company, Logo, Facebook or any other social media website.</p> <p>Individual video report: What does it mean for me to be an entrepreneur? Each student creates a 30 second to 1 minute video report of him/herself in which he/she shares thought in relation to the question.</p> <p>Ideation session on the City of Pecs. The SCCs will go out in the City and will observe life in the City of Pecs. The purpose of the exercise is to identify challenges, problems that can be corrected through a solution. All challenges and suggested solutions will be discussed by the entire group, implementable ideas will be selected and will be worked on by selected SCCs.</p> <p>Discussion: what is social entrepreneurship?</p> <p>Client meeting: SCCs meet their clients, introduction sessions, information gathering, preparation to formulate the contract (Scope document, NDA) between the client and the SCC.</p> <p>Presentation of the scope of the projects.</p> <p>Morning briefings, when SCCs discuss their previous day activities and plans for that particular day, raise any challenges that the other SCCs can assist them on.</p>

<b>2<sup>nd</sup> week</b>	<p>Introduction of the Business Model Generation method specifically for social entrepreneurship projects.</p> <p>Introduction of crowdfunding to facilitate fund raising, awareness, and community building in social entrepreneurship projects.</p> <p>Signed Scope Documents are due.</p> <p>Client meetings, client meetings are to be documented by the responsible member of the SCC.</p> <p>Video report is due on the value proposition and on the direct beneficiaries of the project. The video cannot be longer than 5 minutes and has to be uploaded onto the program portal. Supplement documents are also due on this week.</p> <p>Morning briefings, when SCCs discuss their previous day activities and plans for that particular day, raise any challenges that the other SCCs can assist them on.</p> <p>Fieldtrip in the region of Ormansag, which is a depressed area of the Baranya County. Opportunity recognition session will be held in a village. Outcome of the session will be proposed to the local community on possible development directions.</p> <p>Presentation and discussion of the key partners, key activities and key resources of the projects. SCCs prepare a presentation, submit all documentation, videos, etc. in relation to this phase.</p> <p>Presentation and discussion of the main sources of costs and benefits, monetary and non-monetary as well of the projects. SCCs prepare a presentation, submit all documentation, videos, etc. in relation to this phase.</p> <p>Decision on crowdfunding, is the project appropriate for it?</p> <p>Client meetings.</p> <p>Morning briefings, when SCCs discuss their previous day activities and plans for that particular day, raise any challenges that the other SCCs can assist them on.</p> <p>Friday is off.</p>
<b>3<sup>rd</sup> week</b>	<p>Final client meetings when SCCs finalize the outcomes of the projects, receive approval from client to present the project at the internal and open discussion. Pre-pitch presentation of the project in preparation to the final internal and open presentation of the project.</p> <p>Finalizing visuals for the open discussion named Showcase Marketplace.</p> <p>Individual and team video reports are due on the takeaways of the program.</p> <p>The ecosystem map of the SCCs is due. Each SCC has to create a map of all the individuals who the team interacted with during the project. Edges, connecting the individuals of the ecosystem has to be named and shortly described.</p> <p>Morning briefings, when SCCs discuss their previous day activities and plans for that particular day, raise any challenges that the other SCCs can assist them on.</p>
<b>12th July</b>	Closing banquet



<b>Rationale Including Aims:</b>	The overall aims of the program are facilitating an environment for practicing thought and action with an entrepreneurial mindset in a multi-disciplinary and multi-cultural context. The needs based training design of the program provides an exceptional opportunity for co-creating with peers, public leaders, business managers, social entrepreneurs and field experts, improving essential skills. The program assigns students to projects which aim at delivering added value to the fields of Arts and Culture Commercialization, Healthcare, Sports, Tourism and Eco-Tourism, Sustainable Regional Development with a higher focus on sub-fields of Energy and SMART specialization. Participants are continuously sensitized about the importance of building innovation ecosystems and entrepreneurial networks. This is accomplished via mentored interactions with the internal and external stakeholders throughout the course of the four week practicum. Several student start-up ideas have been included in the projects. The program distinguishes between the “must have” and “good to have” innovation reminding the vital importance of the entrepreneurial efforts for transitioning economies towards resilience.
<b>Learning Outcomes: Knowledge</b>	Students by completing this program will be able to recognize triggers affecting elements of the entrepreneurial environment list different means of policy tools to boost entrepreneurship activity, explain the effects of different policy decisions on competitiveness, demonstrate the spillover effect of mechanisms in real circumstances, implement business models in real environment critically evaluate alternatives in the decision making process of a social entrepreneurship project comprehend individual drivers in real life challenges.
<b>Learning Outcomes: Practiced Skills</b>	Students by completing this module will be able to differentiate between collected data to prepare them for analysis, analyze structured datasets to assess theoretical constructs, evaluate results of empirical analysis, critically evaluate business models communicate value proposition, build and cooperate in multi-disciplinary teams building and inter cultural management lead self-created organization, interact with others to form and to develop personal networks.
<b>Assessment Blocks:</b>	Individual video report What does it mean for me to be an entrepreneur? Takeaway SCC and member profiles, Scope Document, Value proposition and beneficiaries, Video report Documentation Key partners, key activities and key resources – documentation, Cost and benefits – documentation, Final Showcase Marketplace presentation materials and documentation, Visuals of the project Video Logo (if applicable) Crowdfunding campaign (if applicable)



<b>Code</b>	<b>B12GMA05E</b>		<b>Credit</b>	<b>3</b>
<b>Term:</b>	2 <sup>nd</sup> semester	<b>Level:</b>	4	
<b>Module Title:</b>	INTERNATIONAL BUSINESS COMMUNICATION			
<b>Module Leader:</b>	<b>Edit Gyarmatiné Bányai, PhD</b>	<b>Office Hours:</b>	Wednesday 11:00-12:15 B 403 office	
<b>Telephone:</b>	72 501 599/63373	<b>E-mail:</b>	<a href="mailto:banyai.edit@ktk.pte.hu">banyai.edit@ktk.pte.hu</a>	
<b>Short Description:</b>	The course covers issues of international management and communication. The objective is to familiarise students with the characteristics of different national and management cultures and ways to overcome international barriers.			
<b>Sessions (weeks):</b>				
<b>Schedule is tentative and subject to change!</b>				
<b>Week</b>	<b>Topic content</b>			
1.	Introduction. Course description: Course Contents and Learning Objectives etc. Professional Communication in Today's Digital, Social, Mobile World			
2.	The Nature of Intercultural Communication			
3.	Oral and Nonverbal Communication Patterns in an intercultural environment			
4.	Collaboration, Interpersonal Communication, and Business Etiquette			
5.	Written Communication Patterns			
6.	Developing and Delivering Business Presentations			
7.	Contrasting Cultural Values			
8.	Cultural Shock			
9.	Intercultural Negotiation Process and Components			
10.	Fundamental Skills for the Mobile-Digital-Social Workplace			
11.	Building Careers and Writing Resumes Applying and Interviewing for Employment			
12.	Presentations (peer evaluation, giving feedback)			
13.	Presentations (peer evaluation, giving feedback)			
<b>Rationale Including Aims:</b>	Module aims: to improve knowledge about the nature business communication in an intercultural environment to raise the awareness of the importance of understanding and managing cultural differences in contemporary global business environment. Mastering intercultural communication is important for many managerial tasks and business situations, including: negotiating, socializing, giving presentations, advertising, applying for a job, managing and working in multicultural teams etc. to develop skills in business communication, to help students in identifying pitfalls in cross-cultural communication, avoiding misunderstandings and conflicts to give special insight into good communication strategies relevant for international business. Students will develop practical oral and written skills in business to business and business to customer communication			

<b>Learning Outcomes: Knowledge</b>	<p>On completion of this module, the successful student will be able to:</p> <ul style="list-style-type: none"> <li>understand the importance and classify the main elements of cross-cultural business communication, international negotiations and business ethics</li> <li>apply general principles for professional business communication, and develop an understanding of how contextual factors such as national culture, values, attitudes and organizational culture influence communication and decisions in an organization</li> <li>compare and contrast cultural differences and similarities in global business processes</li> <li>understand why people from other cultures in certain situations behave in a different way, how culture impacts communication, and how intercultural communication works</li> <li>demonstrate high level of verbal, nonverbal and written communications skills</li> </ul>
<b>Learning Outcomes: Skills</b>	<p>This module will call for the successful student to demonstrate</p> <ul style="list-style-type: none"> <li>understanding of the importance of coping with and managing cultural differences in a way that they become an opportunity</li> <li>skills of making appropriate preparations for managing intercultural business situations, especially business negotiations with counterparts from other cultures</li> <li>communications skills, both speaking and writing, and the skills of writing essays and of presentation</li> <li>ability to create effective messages, write business letters and emails, communicate with partners and customers through social media, prepare and conduct meetings, communicate in teams, in telephone conversations and face-to-face, give oral presentations, write business reports, apply for positions, prepare and follow up interviews, prepare and conduct international negotiations</li> </ul>
<b>Teaching and Learning Strategies:</b>	<p>The teaching methods include lectures, cases, training exercises and written and oral assignments (including both individual and group assignments). It puts emphases on teamwork, on student presentations and interactive discussions.</p>
<b>Assessment Scheme:</b>	<p><b>Formative assessment scheme</b> Teaching methods include classroom discussion, simulation and training exercises. A high emphasis is placed on participation in simulation exercises with subsequent coaching and feedback by both the teacher as an instructor as well as fellow classmates. Each exercise consists of an activity designed to get students thinking about, practicing, and discussing communication skills.</p> <p><b>Summative assessment scheme</b> <i>Indicate tasks and weightings and which tasks assess which learning outcomes</i> 1 Final Examination 35 % (K1 , K2, K3, K4, K5) (There is one resit opportunity) Written Assessment (e.g. letters, reports): 15 % (K5, S4) Course Work, Class Participation 50%, (S1, S2, S3, S4) group work (30 %) class room activity (20 %)</p>

	Students must pass all of these elements to be deemed to have passed the module. They have to achieve a minimum of 51% of each element to pass it.
<b>Required material:</b>	Bovee, Thill (2019): Business Communication Essentials: Fundamental Skills for the Mobile-Digital-Social Workplace, 8th Edition, Pearson, ISBN-13: 9780134729572
<b>Optional material:</b>	Maude, B. (2011): Managing Cross-Cultural Communication. Palgrave Macmillan,  Gesteland, R.(2012): Cross-cultural Business Behaviour. Copenhagen Business School Press, Universitetsforlaget,  Bové, Dourtland Thill (2013): Business Communication Essentials. A skills-based approach to vital business English. 6. ed. New Jersey: Pearson. ISBN: 9781292023366  Lillian Chaney, Jeanette Martin (2014): Intercultural Business Communication, 6th Edition, Pearson, ISBN: 9780132971270, 0132971275
<b>Useful websites:</b>	-

<b>Code</b>	<b>B12GMC06E</b>		<b>Credit</b>	<b>3</b>
<b>Term:</b>	2 <sup>nd</sup> semester	<b>Level:</b>	4	
<b>Module Title:</b>	Competence development			
<b>Module Leader:</b>	Péter Fodor	<b>Office Hours:</b>		
<b>Telephone:</b>	/23369	<b>E-mail:</b>	fodorp@ktk.pte.hu	
<b>Short Description:</b>	This subject is the first module of the four-module development program 'How to become an entrepreneur'. It contributes to revealing, identifying and developing competences. Methodology: training & development exercises, tests, analyses and presentations.			
<b>Sessions (weeks):</b>				
<b>The schedule is tentative, and subject to change.</b>				
<b>1</b>	Forming the training workshop – team building.			
<b>2</b>	The basic of self-reflection.			
<b>3</b>	The definition and importance of competences.			
<b>4</b>	Competence inventory game.			
<b>5</b>	Perception, relations and convincing – paradigms, filters, obstacles, control.			
<b>6</b>	The shoe shop game.			
<b>7</b>	Extrovertness and self-confidence: How to sell your ideas and work?			
<b>8</b>	The way of creating effective presentations – rules, practice from TED.			
<b>9</b>	Organizing competences: games about roles in working group and group dynamics.			
<b>10</b>	The “village” and the “Zin” game.			

<b>11</b>	The role of values in persuasion – arguing, types, games.
<b>12</b>	The cave rescue game.
<b>13</b>	The basics of entrepreneurial success: passion and intrinsic motivation.
<b>14</b>	How to convert your passion to happiness in work?
<b>Rational Including Aims:</b>	This course creates a development community and training workshop in which such entrepreneurial competencies are improved in teams as self-knowledge, communication, presentation, cooperation, problem-solving, system-thinking, persuasion and time management skills.
<b>Learning Outcomes: Knowledge</b>	Students who participate and work during the course will know: the typical entrepreneurial attitude, the distinction between skills, knowledge and competences, the process of communication and the barriers of the process, the structure of planning and executing a successful presentation on special focus for pitch meetings, the theories of group dynamics, the role and techniques of time management.
<b>Learning Outcomes: Skills</b>	Students will gain: entrepreneurial attitude (openness, risk taking, managerial, confidence, acceptance of failure) self-recognition regarding their current and future personality better communication methods and skills, more successful presentation skills, tools and skills for working or managing working groups, punctuality and appropriateness.
<b>Teaching and Learning Strategies:</b>	Presence and active contribution to the workshops. The strategy of the course is to create honest and open space for the students, where they can experience development in their self-awareness and entrepreneurial competences. In order to reach this aim the moderator-lecturer sets the basic rules for the workshop, creates involvement and group cohesion, leads the students through games and simulated situations, where they can gain impacts on typical entrepreneurial situations and generates possibilities for the analysis and feedbacks of the experiences.
<b>Assessment Scheme:</b>	Homework. Students write an essay regarding the above mentioned topics at the end of the semester. The essay is describing the personal development that the student experienced in self-awareness and recognition and entrepreneurial skills learnt during the course. The document should also include the description and analysis of a personal experience (reading, movie, human interaction, relationship, debate, discussion) in connection with the course's topics. The assignment is proving that the author understand the psychological basics of self-reflection, can use the theory for analyzing real life situations and has gone through personal development during the course.

<b>Core Learning Material:</b>	<p>Csikszentmihályi M., 2008: Flow. Harper &amp; Row, 2008. p. 230.</p> <p>Goleman, Daniel, 1996: Emotional Intelligence: Why It Can Matter More Than IQ. Bantam Books. 343.p.</p> <p>Cardon S. M., Wincent J., Singh J., Drnovsek M., 2009: The Nature And Experience Of Entrepreneurial Passion. in: Academy of Management Review. 2009, Vol. 34, No. 3, 511–532.</p> <p>Titkos Csaba: Two ideal typical forms of knowledge transfer and its competence-based methods in practice. Megjelenés alatt in Perspectives of Innovations, Economics and Business, Prague 2013</p> <p>Zimbardo Philip G., Johnson Robert L., Weber Anne L., 2014: Psychology: Core Concepts. Pearson Education Limited. Chapter 1, 7-11. 29-69; 303-563 pp.</p>
<b>Optional Learning Material:</b>	<p>Titkos Csaba: Ideáltípusok a tudástranszferben, Vezetéstudomány 2011/7-8, 64-69 p.</p> <p>Titkos Csaba: A reflektív viselkedési folyamat pszichológiai befolyásolói, mint kommunikációs csapdák, Konferencia előadás 2012. (MTA GTB Budapest)</p>

Code	B12CMG07E		Credit	3
Term:	3 <sup>rd</sup> semester	Level:	5	
Module Title:	IDEATION AND BUSINESS MODELL GENERATION			
Module Leader:	Dr. Zsolt BEDŐ, PhD. Assistant professor	Office Hours:	Monday 13:00 – 15:00	
Telephone:	72 501 599/23436	E-mail:	<u>zsoltbedo@ktk.pte.hu</u>	
Short Description:	The course aims at opening your creative part of your mind and also linking your imagination to real life business opportunities. We want you to be able to think further in situation when you pose a statement like: “How great it would be...”. We equip you with a tool kit to generate new ideas with business potential, organize these ideas based on your own knowledge and skill set and also on environmental factors. You will also be provided with the means of formalizing these ideas for the business world to enable you to search for business partners or investors in the future.			
Sessions (weeks):				
The syllabus is tentative and subject to change.				

1.	<p>Introduction, introduction of the “bug list” concept for opportunity recognition and problem definition. Discussion of the team project.</p> <p>Assignment: Dan Senor, Saul Singer: Start up Nation, 2013, Patmos Records Assignment: Watch these videos: <a href="https://www.youtube.com/watch?v=bEusrD8gdM">https://www.youtube.com/watch?v=bEusrD8gdM</a>, <a href="https://www.youtube.com/watch?v=BErt2qRmoFQ">https://www.youtube.com/watch?v=BErt2qRmoFQ</a> Assignment: Generate 50 bugs per team and select one that you think you can solve. Use the “Bug me list” card to record all your bugs. Use the “Idea tracker” card to document your selected bug that you will solve.</p>
2.	<p>What does it mean to be an entrepreneur? Introduction of team “bug lists”. Matching the personal competences and capabilities to the selected bugs and choosing the problem that is to be solved. Introduction of the business model canvas. Discussing the business model canvas in light of the selected problem.</p> <p>Discussion: Team bug lists and the selected bug. Assignment: Who is your entrepreneur idol? Research on the person, prepare a 5 minute introduction. Assignment: Watch the 50 Entrepreneurs share priceless advice: <a href="https://www.youtube.com/watch?v=QogohmccTSc">https://www.youtube.com/watch?v=QogohmccTSc</a>, research a failed and successful entrepreneur. Assignment: What is your value proposition? Use the “Test and Learn” card for validation.</p>
3.	<p>Assessment of the business model canvas in light of the team project. Do you have your hypothesis for the target market? Is your value proposition communicated correctly? Can you scale your business?</p> <p>Discussion: What does failure do to an entrepreneur? Assignment: What is social entrepreneurship? Research a SE and introduce it in a 5 minute presentation. Watch the video: <a href="https://www.youtube.com/watch?v=6UCuWxWiMaQ">https://www.youtube.com/watch?v=6UCuWxWiMaQ</a> Assignment: Create the “Persona cards” for your market segments.</p>
4.	<p>Social entrepreneurship, what role they play in the socio-economic environment? How does the business model canvas transform for a social venture?</p> <p>Discussion: Social entrepreneurs, how does your example SEs make a difference? How could you? Assignment: Watch this video: <a href="https://www.ted.com/talks/travis_kalanick_uber_s_plan_to_get_more_people_into_fewer_cars#t-41917">https://www.ted.com/talks/travis_kalanick_uber_s_plan_to_get_more_people_into_fewer_cars#t-41917</a> Assignments: Validate your idea in your market segments.</p>

5.	<p>Competing on the base of business models, the competitive advantage of Multi-Sided Platforms (MSPs). How do these MSPs work, what is their economic impact, how do they change the way of business doing?</p> <p>Assignment: Select a MSP and analyze it. How do you think an MSP could serve social entrepreneurial purposes? Come up with an example and present it during next class.</p>
6.	<p>Do you have the resources for your business? What are the key activities, resources and partners that you have to have to succeed?</p> <p>Discussion: MSPs to serve social goods. Assignment: Watch the Simon Sinek "Start with Why" video. <a href="https://www.youtube.com/watch?v=nokBj14p4Mc">https://www.youtube.com/watch?v=nokBj14p4Mc</a> Assignment: Validate your business with partners.</p>
7.	<p>How does your financials look like? What are your revenues and what are the costs? Do you need funding for your project? If yes, how much, and how should the funding cycles be timed?</p> <p>Discussion: Simon Sinek, "Start with Why" concept. Assignment: Create a max 2 minute video pitch of your value proposition. Look at sample videos on the <a href="http://ivpitch.pt.e.hu/">http://ivpitch.pt.e.hu/</a> portal.</p>
8.	<i>Fall break</i>
9.	<p>What is the investor looking for in a pitch? When you want to raise funds for your project you have a couple of minutes to tell your story to an investor. This is the reason why you have to structure your pitch in a way that all the important information is presented within those couple of minutes.</p> <p>Guest speaker: A VC (TBA).</p> <p>Discussion: How to fund your project? What are your alternatives? Assignment: Create your one-pager. Watch this video: <a href="https://www.ted.com/talks/charles_leadbeater_on_innovation">https://www.ted.com/talks/charles_leadbeater_on_innovation</a></p>
10.	<p>Introduction of the concept of crowdfunding. Platforms, varieties of CF, how does it work, what are the objectives of the project owner, how to run a campaign? Assessing the CF-ability of the team projects.</p> <p>Assignment: Successful CF campaign. What is the secret? Research on CF campaigns and select one that has been successful and try to define its success factors. 5 minute presentation. Watch this video: <a href="https://www.ted.com/talks/don_tapscott_how_the_blockchain_is_changing_money_and_business#t-67564">https://www.ted.com/talks/don_tapscott_how_the_blockchain_is_changing_money_and_business#t-67564</a></p>



11.	<p>Finalizing your business models. What has been validated, what have you learnt, is your pitch video able to communicate your value proposition?</p> <p>Discussion: The business models of the teams. Assignment: Watch this video: <a href="https://www.ted.com/talks/paul_kemp_robertson_bitcoin_sweat_tide_meet_the_future_of_branded_currency">https://www.ted.com/talks/paul_kemp_robertson_bitcoin_sweat_tide_meet_the_future_of_branded_currency</a></p>
12.	<p>Intellectual property protection. How to protect your idea, research results, prototype? What are the costs and benefits? Can you protect your concept everywhere in the world? Should you capitalize on the first mover advantage?</p> <p>Guest speaker: IP officer of the Ohio University Assignment: Create your one-pager; upload your video and one-pager onto the <a href="http://ivpitch.pt.e.hu/">http://ivpitch.pt.e.hu/</a> platform.</p>
13.	<p>Entrepreneurial ecosystems, the importance of the environment in the process of entrepreneurial evolution.</p> <p>Discussion: "Start Up Nation" by Dan Senor and Saul Singer. Assignment: Create your 2 minute pitch.</p>
14.	<p>Pitching your project, discussion and evaluation. Assignment: Create a max 1 minute self-reflection video of yourself. What have I gained throughout the course, what does entrepreneurship mean to me?</p>
<b>Required material:</b>	<p>Business Model Generation, written by Alexander Osterwalder &amp; Yves Pigneur 2010, ISBN: 978-0470-87641-1 Start Up Nation, Dan Senor and Saul Singer, 2011. Lean Startup, Eric Ries, 2010. THE NUTS &amp; BOLTS OF GREAT BUSINESS PLANS, Michael H. Moris</p>
<b>Learning Outcomes: Knowledge and Skills</b>	<p>On the completion of this course you should be able to: Understand business context. Analyze issues and solve problems in changing organizational contexts. Appreciate context, engage others, and make thoughtful decisions while examining their consequences. Think creatively and be able to translate problems into business opportunities.</p>

<b>Teaching and Learning Strategies:</b>	The lectures, readings, exercises and projects challenge you to think critically, appreciate context, engage others, and make thoughtful decisions while examining their consequences. From these, you will gain unique perspectives on how to combine imagination, intuition, reasoning and skills to derive creative solutions to practical business problems. You are also expected to contribute to the learning environment by engaging in intellectual discourse with the instructor and other students. Translated: read and prepare ahead, especially for projects where you apply what you've learned. Be "creative" in addressing individual and group assignments, but also critically assess and develop an appreciation for the dynamics involved in group attempts to "create". For group assignment you will have to formulate groups of 3 on the first week.
<b>Assessment Scheme:</b>	Group business model (canvas, expanded material on the business model) – 30% Supporting documentation (Bug list, Idea tracker, Personas, Test and Learn cards [min 9]) – 10% Group pitch – 20% Self-reflection video – 5% Class participation – 5% Pitch video – 15% Video report on the Start up nation book – 15%
<b>Further on Assessment:</b>	<b>Group presentation</b> will be evaluated by me when I will be assessing not only the idea and the plan of execution but also group cohesion, dynamics. Here, as in the individual case, the "singer" will be as important as the "song". <b>Class participation</b> will be assessed on your contribution to class discussions. It is very important that relevant and meaningful questions posed by you will also be taken into account as a good question is able to boost the discussion especially if it comes from you instead of me.

<b>Code</b>	<b>B12GMC02E</b>		<b>Credit</b>	<b>3</b>
<b>Term:</b>	3 <sup>rd</sup> semester	<b>Level:</b>	5	
<b>Module Title:</b>	ENVIRONMENTAL ECONOMICS			
<b>Module Leader:</b>	<b>Katalin Erdős, PhD</b> Assistant professor	<b>Office Hours:</b>	Wednesday, 11:00-12:15 B 403	
<b>Telephone:</b>	72 501 599/63134	<b>E-mail:</b>	<a href="mailto:erdosk@ktk.pte.hu">erdosk@ktk.pte.hu</a>	
<b>Short Description:</b>	This is an introductory course in the field of environmental economics. During the course the global problems and the possible answers to the challenges will be dealt related to e.g. overpopulation, environmental pollution.			
<b>Sessions (weeks):</b>				
<b>Schedule is tentative and subject to change.</b>				

Week	Topic content	Readings (like in the required material)
1.	<b>Introduction. Definitions, History of Environmental Protection</b> Externalities, sustainability, global problems, the growth-development relationship, Club of Rome	Chapter 1 and 2 (Tietenberg – Lewis, Anderson)
2.	<b>Tools of Environmental Economics</b> Internalization of external costs. Direct tools, indirect tools, economics incentives. Coase Theorem. Pigou tax. Calculus exercises.	Chapter 14 and 20 (Tietenberg – Lewis) Chapter 3 (Anderson)
3.	<b>Measuring Welfare. Valuing the Environment. Environmental Ethics</b> GDP and alternative measures of welfare and wellbeing. Direct and indirect values.	Chapter 4 (Tietenberg – Lewis) Chapter 16 (Anderson)
4.	<b>First term paper</b>	
5.	<b>Overpopulation</b> Facts, phases, fertility rate, distribution of population growth	Chapter 9 (Anderson)
6.	<b>Food supply, land use</b> Food production and distribution, effects of agricultural production	Chapter 19 (Tietenberg – Lewis)
7.	<b>Water pollution</b> Nature of water pollution problems, traditional water pollution control policy, efficiency and cost-effectiveness	Chapter 18 (Tietenberg – Lewis)
8.	<b>Autumn break</b>	
9.	<b>Second term paper</b>	
10.	<b>Energy. Raw materials</b> Fossil fuels, renewables. Exploitation of raw materials	Chapter 7 (Anderson)
11.	<b>Air Pollution</b> Ozone depletion, acid rain, solid particles, gases and liquid droplets	Chapter 15 and 17 (Tietenberg – Lewis)
12.	<b>Climate Change</b> Causes and consequences	Chapter 16 (Tietenberg – Lewis)
13.	<b>Elements of Ecology. Environmental Stress. Biodiversity, Endangered Species</b>	Chapter 13 (Tietenberg – Lewis) Chapter 10 and 11 (Anderson)
14.	<b>Third test paper</b>	
<b>Rationale Including Aims:</b>	The aim of this course is to provide the students with an understanding of basic concepts and principles of environmental economics. The course enables the students to understand and critically analyse global issues and the potential answers to them. It also enables the students to attend higher courses in environmental and natural resource economics.	
<b>Learning Outcomes: Knowledge</b>	On completion of this module the successful student will be able to: critically understand core issues in the field critically evaluate the applicability of theories in the changing global environment evaluate the respective strengths and weaknesses of such theories.	

<b>Learning Outcomes: Skills</b>	This module will call for the successful student to demonstrate: ability to conduct effective small-scale research critically analyse the outcomes of the small scale research effectiveness in argument and debate the findings of the research.
<b>Teaching and Learning Strategies:</b>	The comprehensive theoretical material will include detailed facts and figures on the environmental processes, but these will be embedded in a coherent framework that sheds light on their interrelatedness, the measures already taken and further potential solutions. Everyday examples will support better understanding. Students will be given the opportunity to analyse and present detailed case studies which help practical application of their knowledge.
<b>Assessment Scheme:</b>	<b>Group work: 40%</b> (K2, S1, S3) <b>Term papers: 60%</b> (K1, K2, K3, S3)  <b>In case of an exam course:</b> final examination 100% (K1, K2, K3, S3)
<b>Required material:</b>	David A. Anderson (2014): <i>Environmental Economics and Natural Resource Management</i> . London, New York: Routledge. 4 <sup>th</sup> edition Tom Tietenberg – Lynne Lewis (2015): <i>Environmental &amp; Natural Resource Economics</i> . Pearson Education. 10 <sup>th</sup> edition
<b>Optional material:</b>	Katalin Erdős (2014): <i>Environmental Economics</i> . Faculty of Business and Economics, University of Pécs (e-book) Roger Pearman – Yue Ma – Michael Common – David Maddison – James McGilvray (2011): <i>Natural Resource and Environmental Economics</i> . Pearson Education. 4 <sup>th</sup> edition
<b>Useful websites:</b>	<a href="http://www.pearsoned.co.uk">www.pearsoned.co.uk</a>

<b>Code</b>	<b>B12AKB09E/S</b>		<b>Credit</b>	<b>3</b>
<b>Term:</b>	4 <sup>th</sup> semester	<b>Level:</b>	5	
<b>Module Title:</b>	<b>REGIONAL ECONOMICS</b>			
<b>Module Leader:</b>	<b>Norbert Szabó</b> Assistant Lecturer	<b>Office Hours:</b>	Tuesday 11:00-12:00 Room: B407	
<b>Telephone:</b>	501-599 / 23382	<b>E-mail:</b>	<a href="mailto:szabon@ktk.pte.hu">szabon@ktk.pte.hu</a>	
<b>Short Description:</b>	The course will introduce principles of regional economics by focusing on the study of the economics of regions and local problems by understanding the effects of geographic location on the decisions of individuals and firms. The importance of location in everyday choices is easily assessed from our day-to-day lives, yet traditional microeconomic models are spaceless.			
<b>Sessions (weeks):</b>				
<b>The schedule is tentative and subject to change.</b>				
<b>1.</b>	Introduction to Regional economics. Schedule of the semester. Discussion of requirements. The main topics of the spatial economics.			
<b>2.</b>	Location choice theory. Objectives. Factors.			
<b>3.</b>	Transportation cost			
<b>4.</b>	Spatial competition. Market area. Hotelling model. Spatial price discrimination.			
<b>5.</b>	External economies, agglomeration, urbanization, why do cities exist?			
<b>6.</b>	Land use, Land market, Thunen model			
<b>7.</b>	Rural and urban land use I.			
<b>8.</b>	Rural and urban land use II., the monocentric city			

9.	Location of urban places – Theory of central places
10.	Break
11.	Midterm exam
12.	Regional development (the role of demand, supply and factors) I.
13.	Regional development (the role of demand, supply and factors) II.
14.	Regional development policy
<b>Rationale Including Aims:</b>	To acquire insight into the social topics relating to the social structure and human behaviour. The aim of the module is to gain a conceptual understanding enabling students to critically evaluate theories and practice in social environment.
<b>Learning Outcomes: Knowledge</b>	On completion of this module the successful student will be able to: The theory of spatial aspects of economics regarding the relevant economic actors, functions and processes The main spatial factors that influence economic decision-making The most important regional micro- and macroeconomic models The most important regional economic development policies and their possible impacts
<b>Learning Outcomes: Skills</b>	This module will call for the successful student to: follow and understand economic and business processes and their spatial consequences take into account the policies connected to regional economic processes and their impacts use the studied models and theories to identify further economic relationships, critically evaluate policy interventions describe the spatial attributes of different regional areas and draw appropriate conclusions
<b>Teaching and Learning Strategies:</b>	This module is delivered by using a 2 hours lectures with interactive tasks. Active participation of students is required.
<b>Assessment Scheme:</b>	Assessment consists of two parts: Mid-term exams during the semester (40%). Final exam at the end of the semester (60%).
<b>Core Learning Materials:</b>	Edgar M. Hoover and Frank Giarratani (1984): An Introduction to Regional Economics. Knopf. Third Edition. <a href="http://www.rri.wvu.edu/WebBook/Giarratani/main.htm">http://www.rri.wvu.edu/WebBook/Giarratani/main.htm</a>
<b>Optional Learning Materials:</b>	McCann, Phillip (2013): Modern Urban and Regional Economics. 2nd Edition. OUP Oxford. Capello, Roberta (2014): Regional Economics. Routledge.

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## APPENDIX 5: THESIS EVALUATION FORM

### THESIS REPORT

Candidate's name:

Title of thesis:

Examiner's name:

Type of thesis: a) mostly theoretical b) mostly empirical

Criteria for Evaluation		Scale of points	Points given
<b>1. Topic quality (originality and relevance:)</b>		<b>0-12 points</b>	
a. Does not address a problem at all		0 point	
b. Topic only marginally relevant, aims and objectives not addressed at all		1-4 points	
c. Relevant topic but not addressed properly		5-8 points	
d. Relevant topic, aims and objectives addressed properly		9-12 points	
<b>2. Literature survey</b>		<b>0-8 points</b>	
a. No literature survey, no theoretical basis		0 point	
b. Some literature survey but relevant literature missing, poor interpretation		1-3 points	
c. Reasonable literature survey but some relevant literature missing, partially inappropriate interpretation		4-6 points	
d. Thorough and extensive literature survey with appropriate interpretation, a range of views presented		7-8 points	
<b>3. Theoretical aspect</b>	<b>Empirical aspect</b>		
<b>3.a. Choice and description of research method:</b>	<b>3.b. Method of data collection, validity of sample:</b>	<b>0-12 points</b>	
a. No clear description of research method	a. No clear description of method of data collection	0 point	
b. Description only partially correct, important aspects missing	b. Data collection not clearly organised, no clear sampling	1-4 points	
c. Clear description but some aspects are missing	c. Sampling and data collection only partly acceptable	5-8 points	
d. Clear and thorough description with all important aspects included	d. Systematic data collection, sampling acceptable	9-12 points	
<b>4.a. Application of research method:</b>	<b>4.b. Depth of data analysis:</b>	<b>0-8 points</b>	
a. One-sided use of research method, relevant literature missing	a. Basic methods used only: percentage calculation, frequency, etc.	0-4 points	
b. Alternative ways shown, but some aspects missing	b. A range of methods used: correlation and hypothesis analysis, etc.	5-8 points	
c. Critical overview given in a coherent way	c. More sophisticated methods are also utilised: correlation and hypotheses analysis, etc.	7-8 points	



<b>5. Presentation and discussion of research findings and practical implementations</b>	<b>0-18 points</b>	
a. Poor presentation and discussion, no practical relevance and/or recommended implementation plan	0 point	
b. Some evidence of presentation or discussion skills but evaluation lacks depth, some practical relevance and/or implementation plan	1-6 points	
c. Good presentation and discussion , practical relevance and implementation plan offered but some points missing	7-12 points	
d. High level of presentation and discussion, clear practical relevance, detailed and well-grounded implementation plan	13-18 points	
<b>6. Structure of thesis</b>	<b>0-12 points</b>	
a. Unclear and weak structure	0 point	
b. Some parts clear but thesis lacks overall coherency	1-4 points	
c. Adequate structure but some parts not coherent	5-8 points	
d. Clear and coherent throughout	9-12 points	
<b>7. Quality and style of writing</b>	<b>0-10 points</b>	
a. Poor use of English, frequent grammatical mistakes, inadequate grasp of style	0 point	
b. Generally correct use of vocabulary but clumsy wording, several grammatical mistakes; reasonable grasp of style	1-3 points	
c. Mostly accurate English, correct choice of vocabulary, good awareness of style	4-6 points	
d. Excellent command of English, correct use of register and vocabulary	7-10 points	
<b>8. Format, citation and referencing, bibliography and appendix / appendices</b>	<b>0-10 points</b>	
a. One or all of the following missing: citations and references in the text, bibliography: <b>*thesis has to be rejected with grade 1</b>	*0	
b. Bibliography present but not all references indicated in it; appendix / appendices inappropriate or even inadequate	1-4 points	
c. Bibliography present, includes all references but appendix / appendices not clear or even partially inaccurate	5-8 points	
b. All references in the text appear in the bibliography, well-structured and well-presented appendix / appendices	9-10 points	
<b>9. Overall opinion</b>	<b>0-10 points</b>	
Please indicate your overall opinion of thesis on a 10-point scale, where 10 means 'excellent' and 1 means 'very poor'.		
<b>Total points</b>	<b>0-100 points</b>	

**Grading scale:** 0-50 fail (1), 51-60 pass (2), 61-74 fair (3), 75-87 good (4), 88-100 excellent (5)

**Remarks (if the grade is fair or below remarks are compulsory):**

**Questions for oral defence of thesis:**

- 1.
- 2.

Pécs, .....

\_\_\_\_\_  
Examiner's signature

## APPENDIX 6: MIDDLESEX UNIVERSITY DEGREE

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*in collaboration with  
University of Pécs*

*has been awarded the degree of*

*Bachelor of Arts*

*with*

*Lower Second Class Honours*

*in*

*Business Administration*

*4 July 2014*

*A transcript of the full programme of study is issued to every graduate*

*Michael Wing*

Michael Wing  
Academic Registrar

*Michael Driscoll*

Michael Driscoll  
Vice-Chancellor

135N122FT

